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ABSTRACT

SIX ATTEMPTS BY ENGLISH TEACHERS IN COLORADO SMALL SCHOOLS TO INDIVIDUALIZE ENGLISH, LANGUAGE ARTS, AND POETRY INSTRUCTION ARE REPORTED. IN THE EXPERIMENTS, CLASS DISCUSSIONS WERE TEACHER-PREPARED AND INCLUDED OBJECTIVES, PROCEDURES, INSTRUCTIONAL MATERIALS, TESTING PROGRAMS, AND EVALUATIONS. BOTH JUNIOR HIGH SCHOOL AND SENIOR HIGH SCHOOL STUDENTS WERE INVOLVED. MATERIALS UTILIZED RANGED FROM COMMERCIALLY PREPARED MATERIALS TO TEACHER-PREPARED MATERIALS. IN THE DOCUMENT, CLASSROOM PROCEDURES AND STUDENT INDEPENDENT STUDY METHODS ARE DISCUSSED IN DETAIL. EVALUATION PROCEDURES ARE VARIED AND INCLUDE STUDENT EVALUATION AND OPINION, AND STANDARDIZED ACHIEVEMENT TESTS. (SW)

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ED036359

COLORADO WESTERN STATES SMALL SCHOOLS PROJECT

DOCUMENTATION

[English Instruction in the Small School]

[1963-64]

Individualized English Instruction
Utilizing Programed Materials
by
Crystal Marietta & Carolyn Cooley

A Plan for Individualized Instruction in the Language Arts Areas of Junior High Through Correlation with All Areas of Study and Life
by Verl Timm

A Plan for Individualizing Instruction in the La Veta, Colorado Seventh and Eighth Grade Language Arts Program

by Bernice Hayes

An Individualized English Program for High School Freshmen and Sophomores

by Charles Jaquette

A Plan for the Individualization of the Teaching of Lyric Poetry in Grades Nine and Ten Through the Use of a Teacher-Prepared Sequential Program

by Charles Jaquette

COLO. STATE DEPT. OF
EDUCATION · DENVER
BYRON W. HANSFORD
COMMISSIONER

RC004065

THE WESTERN STATES SMALL SCHOOLS PROJECT

The Western States Small Schools Project, partly financed by a grant from the Ford Foundation, is designed to help the state education agencies in Colorado, Arizona, Nevada, New Mexico, and Utah in their efforts to improve instruction in the necessarily existent small schools. The Project began January, 1961 and will end August, 1965. Policy Board of the Project is composed of the chief state school officers of the cooperating states. Ralph G. Bohrson, Coordinator of the WSSSP, is headquartered in Denver, at the Colorado State Department of Education.

The Colorado portion of the Project, involving more than two hundred teachers and administrators in approximately thirty schools has been working in the following areas:

-- Ungraded or Continuous Progress Programs

-- Use of Self-Instructional Materials

-- Teacher Education and In-Service Programs

-- Institutes for Rural School Board Members

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Denver, Colorado 80203

ED036359

REPORT FOR
1962-63

INTRODUCTION

During the past few years the great emphasis has been for teachers to teach in such a way that each child could get the most from all subject areas.

Many methods of reaching every child have been tried or suggested. Homogeneous grouping and heterogeneous grouping with smaller groups within the classes are the most prominent.

The Meeker Junior High School teachers have tried both homogeneous and heterogeneous grouping. They found that each of the method had some merit, but neither allowed every child to work at his own level.

Since nineteen-sixty the following statements have appeared in the philosophy of the "Meeker Junior High School Curriculum Guide:"

> We believe that pupils differ in their ability to run, jump, hear, or see, and they also differ in their ability to memorize, to learn to read, or to solve problems; and that because of these differences, all pupils cannot benefit from the same classroom experiences. Learning experiences must be provided to satisfy different kinds of needs if each pupil is to be given his opportunity to achieve to the maximum of his ability.

If the above statements are true, then each child should be provided with a program of study which would fit his range of ability in all subject areas.

With this idea in mind the author conducted a study using programed materials to individualize the teaching of skills and concepts of grammar in the eighth grade English program.

Programed materials lend themselves better to individual instruction and learning than any other materials which the author has used. A student can use basic or more advanced programs. Because these programs are designed to teach small units of information at a time, a child can advance rapidly or slowly depending on his ability to grasp new concepts and develop new skills.

INDIVIDUALIZED ENGLISH INSTRUCTION
UTILIZING PROGRAMED MATERIALS
Crystal Marietta
Carolyn Cooley
Meeker High School
1962-63
1963-64

LIMITATION OF THE STUDY

The study which was conducted from September 1962 to June 1963 had many limitations. The first and probably the most frustrating was the lack of available programed materials for all levels. Even though English 2600 and English 3200, published by Harcourt and Brace, were used for the more advanced students, materials for all other levels had to be designed and programed by the teacher. The process of writing programed material was time-consuming and proper evaluation and revision of the materials could not be made.

Much class time was used in helping the students develop study habits and responsible attitudes so they could progress on their own.

Although all eighth graders participated in this project, the scores for only forty were available and used in the accompanying charts. Achievement scores made in the sixth and seventh grades were used for comparison purposes only. The scores received by these students near the end of the eighth grade were primarily the results of the individualized program.

The plan had been to compare eighth grade scores with the seventh grade scores from the "Clapp-Young English Tests." Because the validity of some of the scores was questionable, this comparison was not made.

PURPOSE OF THE STUDY

The classes in the Meeker Junior High School at Meeker, Colorado, range in number from fourteen to twenty. The children are placed heterogeneously into groups.

The need for individualizing the English program was indicated by the fact that some pupils felt so frustrated in their attempts to learn the concepts and skills in the eighth grade which would enable them to do a good job in high school English. Others had achieved so well that eighth grade English held little or no challenge for them. Consequently, they did as little as possible, and some had cultivated such sloppy and lazy study habits that they were working far below their abilities.

A course of study had been set up which placed certain skills and concepts in definite grade levels.

However, the trend in the Meeker Junior High School has been toward helping every individual as much as possible. Also, the administration has encouraged and given help to teachers who wished to experiment, especially in the individualizing of instruction.

The _specific objectives_ for the author's project were:

1. To encourage each child to set goals for himself and to achieve those goals.
2. To give each child adequate practice in the areas in which he needs help.
3. To enable each child to achieve at his own pace.
4. To give a child individual help and attention _when_ he needs it.
5. To build better study habits.
6. To encourage each child in his achievement by using programed materials which provide immediate knowledge of results.
7. To collect, write, and file the necessary materials to achieve the first six objectives.

PROCEDURE

Scores from the "Iowa Tests of Basic Skills" and "Clapp-Young English Tests" were used to determine the areas in which a child needed instruction. Some pretests were given to pinpoint specific weaknesses within an area. For instance, a few children could identify subjects and predicates, but they could not readily recognize run-on sentences. The greatest advantage in using pretests was that teacher and child could analyze the test together. Such analysis is not acceptable procedure with standardized tests.

Whenever a child was able to use English 2600, those pretests were used; otherwise the tests were usually teacher-made.

After a child finished a unit of work, he took a test to evaluate his achievement. These tests were graded together by the teacher and pupil. The pupil could ask questions or make comments; the teacher could give explanations where necessary. Also, grading papers together made the pupil feel that the teacher had a genuine interest in his achievement, problems, and general well-being.

If the child lacked understanding of skill, he had access to practice sheets selected for reinforcement or intensive practice.

All materials were selected and assigned to meet the specific needs of specific children. English 2600 was most helpful with its pretest, its programed instruction, and its final tests. Whenever a child did not do well on the first test, he selected practice sheets from the file to do. When he was sure he had learned the concepts, he took the second test.

For the high achiever, portions of English 3200 were used after English 2600 had been completed. Again, the pretest, the programed material, the final test, or tests with reinforcing practices, were used.

Teacher-made materials were used most extensively for the slow achievers and for those who had never grasped the basic concepts and skills of English grammar. Simple and easy materials were adapted for the use of these children.

A few of them were able to progress from the simple materials into the English 2600 before the end of the year. These children gained much, too, from the "Beginning Grammar" series of filmstrips prepared by Encyclopedia Britannica Films, Inc. The filmstrips were viewed alone or in small groups.

Other Britannica filmstrips were used by the more advanced pupils.

The class periods for English were fifty minutes long. At the beginning of each class period, a class activity which took from twenty to thirty minutes was provided. The time spent varied with the activity and with the importance of the activity. Also this class activity was usually an oral session. Sometimes a short written practice was the culmination.

According to achievement scores, everyone needed practice in correct usage so this became a class activity. A major class project was selecting a profession to research and write about. All the groundwork was done together. Included were instructions for writing introductions, summaries, outlines, and bibliographies, use of the library, taking notes, proofreading of one's own papers, review of sentence and paragraph structure, capitalization and punctuation.

Another rewarding class experience was choosing and preparing a talk about some phase of Colorado history. These were taped and used in the Colorado history classes.

When the class activity was completed each day, the student began his individual study. Each kept his work and response sheets in a folder. By referring to the response sheet, the pupil could determine at a glance with which frame to begin. At the end of the class period each pupil wrote a brief report of what he had accomplished during that particular period. This enabled the teacher to check a child's progress and anticipate his need for new materials, especially if a child had been absent or had not had a personal conference with the teacher for a day or two.

The teacher aimed to contact every student each day, but so many contacts were impossible if several pupils had real problems to be solved.

Group explanation and instruction were given whenever possible. Often a small group would be ready to begin work on a new concept or skill. This group was taken aside for discussion and guidance.

The children wrote the scores they made on tests and class activities on a chart in the room. The report card grade was based on quantity and quality of work done. Attitudes, conduct, and cooperation were also considered.

SUMMARY OF RELATED RESEARCH

The author's thinking was guided by Dr. Kenneth Komoski, J. J. Lysaught (classroom teacher in New York City), J. E. Reed (English Journal, February 1961), and Robert F. Mager, Ph.D.

None of these authorities advocated the use of programed materials as the "cure-all" for teachers' problems. However, the author was convinced that individualizing instruction by using programed materials would make her teaching more effective.

RESULTS OF THE STUDY

The "Iowa Tests of Basic Skills" was given between March 1 and March 15 in the school year: 1960-61, 1961-62, and 1962-63.

The test results for the language skills of the 1960-61 and 1961-62 school years were used as a means of comparison for the progress made by the same students for the 1962-63 school year.

Figure I, column 1 shows that the students entering the seventh grade ranged from a low of 4.2, two years and five months below the national norm, to 10.2, two years and seven months above the national norm. The class median was 7.8, eleven months above the national norm. A range of six years is shown in column 1 of Figure I.

Figure I, column 2 shows a low of 4.8, two years and nine months below the national norm, and a high of 10.6, two years and nine months above the national norm. The class median of 8.8 is eleven months above the national norm. The students at the end of the seventh grade maintained the eleven months advantage above the national norm. The range from the low of 4.8 to the high of 10.6 is five years and ten months.

After seven months with individualized instruction the student showed a low of 5.5, three years and five months below the national norm. The class median of 9.4 was seven months above the national norm of 8.7.

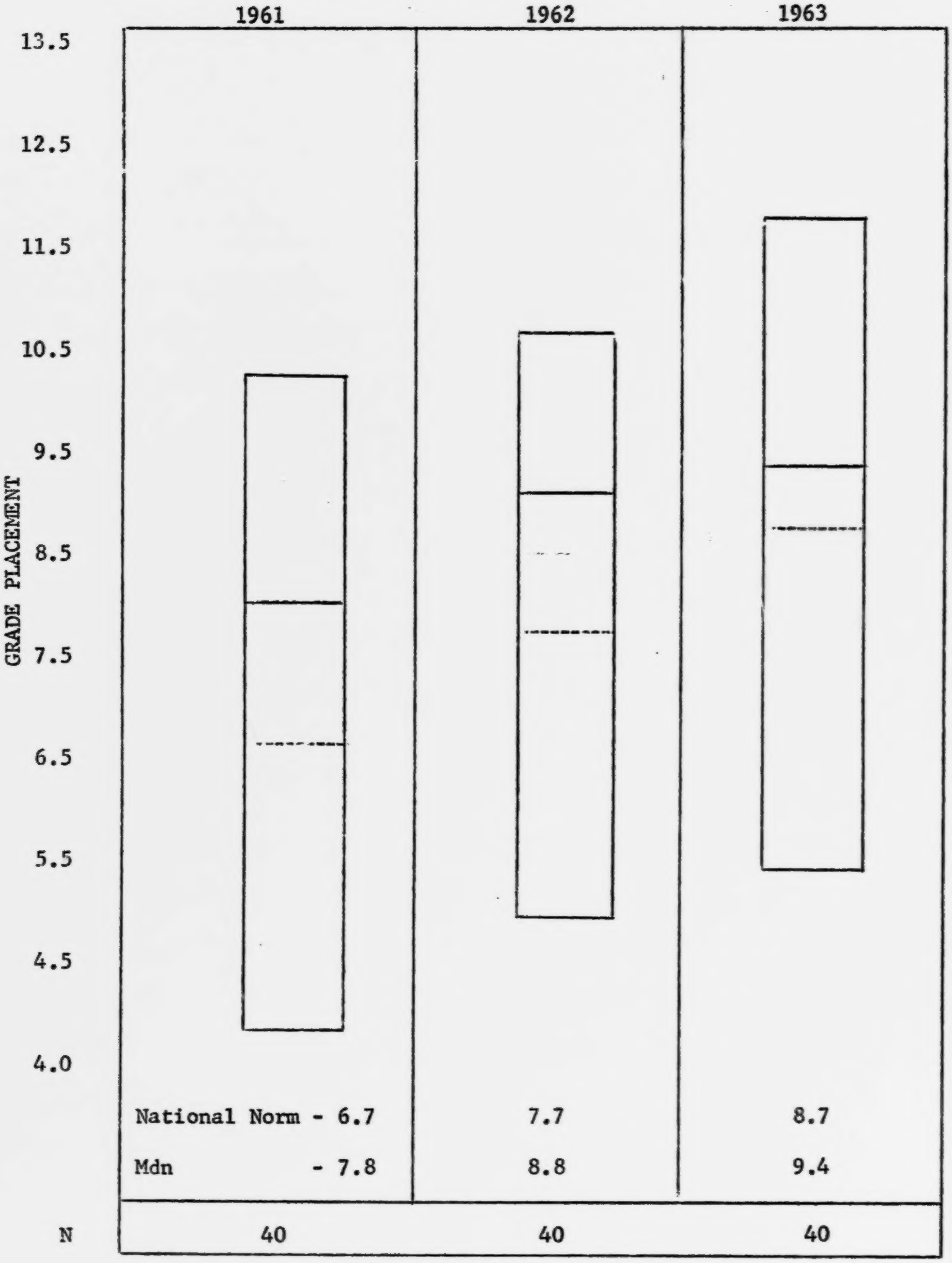
The range for 1963 was six years and seven months, an increase of nine months over the 1962 scores and seven months over 1961. The class median for 1963 shows that the students lost four of the eleven months advantage which they maintained in 1961 and 1962.

The range increase shown in column 3, Frequency Table I, was mostly at the higher grade placement levels.

It is quite evident by teacher observation that students who developed slowly in taking responsibility caused some loss at the class median. The loss may have been due partially to inadequate testing at the higher levels as some students' scores were too high to be charted on the "Iowa Tests of Basic Skills" graphs.

FIGURE I

A COMPARISON OF TEST RESULTS OBTAINED BY FORTY STUDENTS ON THE IOWA TEST OF BASIC SKILLS ADMINISTERED IN MARCH OF 1961, 1962 AND 1963.



FREQUENCY TABLE I

A COMPARISON OF TEST RESULTS OBTAINED BY FORTY STUDENTS ON THE IOWA TEST OF BASIC SKILLS ADMINISTERED IN MARCH OF 1961, 1962, 1963.

Grade Placement	f 1961	f 1962	f 1963
12.5 - 13.1	0	0	0
11.8 - 12.4	0	0	1
11.0 - 11.7	0	0	2
10.3 - 10.9	0	4	2
9.6 - 10.2	2	3	9
8.9 - 9.5	6	12	7
8.2 - 8.8	6	8	7
7.5 - 8.1	11	7	4
6.8 - 7.4	6	2	4
6.1 - 6.7	4	2	2
5.4 - 6.0	1	1	2
4.7 - 5.3	3	1	0
3.0 - 4.6	1	0	0
Number of Cases	40	40	40
Median	7.8	8.8	9.4

IMPROVEMENT RESULTING FROM THIS ACTIVITY

Individualizing instruction by using programed materials is a new method of instruction in most public schools. For the author, the process has been most challenging and invigorating.

With reference to the author's objectives, the following observations are pertinent:

1. The children did help set up their goals. Many achieved those goals -- some with much prodding from the teacher, but many with no pushing.
2. A student briefly reviewed areas which he already knew and went on to another area.
3. Individualization has enabled each to achieve at his own pace. The able and ambitious have gained skills they would never have been exposed to in the conventional classroom; the slow achievers were able to work on a concept until it was well learned.
4. Individual help was almost always given when a child needed it. A few children have never formed the habit of asking questions. An instructor must identify these children and check their progress often. Working alone means a great adjustment must be made by them. They tend to sit and hope another child will ask the question they need the answer for. However, with encouragement from teacher and parents, these children will take responsibility and are proud of achieving on their own.
5. Better study habits were achieved. A majority of the children took pride in going ahead without being constantly reminded to get busy. Several planned to do a certain number of frames each day. Some aimed for a unit finished each week but found that too great a task and had to revise their goals.

Competition among many average and above average students was often quite evident and kept them working and achieving to their several abilities.

A few, however, were capable of doing much but accomplished little because they were content to idle along with a low achieving pal.

6. Very few students voiced any derogatory remarks about the use of programed materials and working individually. After the adjustment to working alone had been made, almost every child felt that such instruction was to his advantage.
7. Collecting, writing and filing necessary materials were time-consuming and often frustrating. At times the teacher found it almost impossible to keep some students supplied with needed materials.

Many teachers watched the author and her class procedure with interest. She helped a math teacher set up an individualized program. A social studies teacher used some ideas from the English project to change his teaching techniques. The author will guide Mrs. Carolyn Cooley, the seventh grade English teacher, in setting up an individualized program for the seventh grade English classes.

Teachers from other Colorado schools have visited the author's classes. Most of them expressed approval of the individualized instruction, and several plan to try it in their own classes.

The project as outlined in this documentation has been presented by the author to her school board by whom it was well received. The school administrators have given enthusiastic approval and support to the project. Others in the community can see how it can help their children.

RECOMMENDATIONS FOR FURTHER STUDY

In one year of study and experimentation the author has just begun to explore the possibilities of meeting the varied needs of children by individualizing instruction utilizing programed materials.

Next year this project will be expanded to include the seventh grade English classes.

During summer vacation the author, her co-worker, Mrs. Carolyn Cooley, and a typist were paid for two week's work getting materials ready for the expanded program. Although material is ready with which to begin the school year, more time should be provided in which to prepare other needed materials. Those materials already written by the author need to be more adequately evaluated and revised.

More time should be used for student-teacher conferences in which to set up goals for the year. Every effort will be made to set goals high enough for the capable but lazy student so that he will be challenged and become more productive.

Attention needs to be given to providing more and varied activities for the very high achiever.

The present course of study for English is inadequate. Tentative plans include the writing of a three track plan for the seventh and eighth grades.

The project should be continued for at least two more years. At the end of three years of study, some really significant aspects should be evident.

At present the author is sure that schools of any size could use programed materials to effectively individualize instruction. Such instruction might be used to good advantage in the lower grades, also.

A teacher must be willing to give unstintingly of her time and energy if she plans to use individualized instruction utilizing programed materials. She must have encouragement from her administration and co-workers.

EVALUATION QUESTIONNAIRE FOR 1962-63

I need your help to evaluate our English program for the year. Please answer the following questions. Be truthful -- your answers will not affect your grade.

1. What were the advantages of working individually? ....

2. What were the disadvantages? ....

3. Have you been able to get help when you needed it? ....

4. Do you think you have developed any good study habits? ....

   If so, what? ....

5. Did you use your time well? ....

6. Would you have used your time better if we had set an amount of work which had to be accomplished by you this year? ....

7. Would you like to go back to the routine in which everyone does the same lesson at the same time? .... Why? ....

8. Did you learn much in English this year? ....

9. Did you learn more from filmstrips, lectures, or doing practices? ....

COMMENTS: ....

RESPONSES GIVEN ON EVALUATION QUESTIONNAIRE

1. What were the advantages of working individually?

   a. I had a chance to learn more than I just had to.
   b. Some pupils work fast and could go ahead with other work.
   c. I didn't have to rush with my work and could learn more.
   d. I could work at my own speed.
   e. I did my own work instead of copying.
   f. I did less talking and more work.
   g. I remember longer when I learn something on my own.
   h. I learned to depend on myself.
   i. I could stop and study more on what I did not understand.
   j. I didn't have to wait on others.

2. What were the disadvantages?

   a. None (Response of 19 pupils.)
   b. I could goof off.
   c. I was bored.
   d. I sometimes forgot to work and lagged behind.
   e. I could be lazy because I didn't have to do a certain amount of work each day.
   f. Students who weren't watched did too much goofing.
   g. People interrupted me.
   h. None as long as certain class activities were included.

3. Have you been able to get help when you needed it?

   a. Yes (Response of 37)
   b. Sometimes (Response of 4)
   c. Most of the time (1)

4. Do you think you have developed any good study habits?

   a. Yes (37)
   b. No (2)

   If so, what?

   a. I learned to work alone without depending on anyone else. (2)
   b. Working alone and taking responsibility of going ahead with my work.
   c. Learned to spend my time well.
   d. Learned to work faster.
   e. Learned to study more and harder. (3)
   f. Learning a little at a time helped me learn more. (2)
   g. Learned to understand questions better.
   h. Learned to depend on myself. (3)
   i. No cheating.
   j. I learned to work steadily. (2)
   k. Improved my power of concentration. (2)
   l. I learned to take responsibility. (2)
   m. I learned to look up answers.
   n. I gained confidence in myself.
   o. Taking notes for future reference and setting up my own schedule.

5. Did you use your time well?

    a. Most of the time (11)
    b. Yes (9)
    c. No (5)
    d. Sometimes (17)

6. Would you have used your time better if we had set an amount of work which had to be accomplished by you this year?

    a. No (14)
    b. Yes (20)
    c. Probably (6)

7. Would you like to go back to the routine in which everyone does the same lesson at the same time?

    a. Yes (2)
    b. No (40)

    Why?
    a. I learned more the conventional way. (2 Yes Responses)
    b. I didn't have to wait on those who work slow. (14)
    c. I don't understand fast enough.
    d. I don't learn as much the conventional way.
    e. It is boring. (2)
    f. I like working at my own speed.
    g. It's harder.
    h. I had to go on when I wasn't ready.
    i. I like working individually better.
    j. I couldn't get as much individual help from the teacher.
    k. I can now go ahead to something else if I already know the lesson.

8. Did you learn much in English this year?

    a. Yes (37)
    b. Very Little (1)
    c. Not as much as last year (1)

9. Did you learn more from filmstrips, lectures or practices?

    a. Filmstrips (3)
    b. Lectures (8)
    c. Practices (34)

COMMENTS:

    a. I hope this system is continued in high school.
    b. I can do better next year on this type of program.
    c. I like this work and I hope it will be used in the future.
    d. I like working with the teacher to help.

LIST OF MATERIALS USED IN PROJECT

I. Ready programed materials
    A. *English 2600*
    B. *English 3200*
    C. Encyclopaedia Britannica Filmstrips
        1. Beginning Grammar
        2. Parts of Speech
        3. Understanding the Sentence
        4. Constructing Reports
    D. TMI-Grolier Self-Tutoring Course in Modern English
        1. Spelling
        2. Punctuation

II. Teacher-made programed materials

III. Practice sheets
    A. Workbook Practices
    B. Ditto Drills
    C. Drills from textbook (*Our English Language*, Grade 8, American Book Company, 1956)

I. INTRODUCTION

Based on the premise that pupils, "Differ in their ability to memorize, to learn, to read, or to solve problems,"* the English department of Meeker Junior High School is seeking to emphasize individualized instruction of English grammar and spelling in the seventh and eighth grades.

One of the ways in which individualized instruction can be attempted is through the use of programmed materials. These materials justly lend themselves to a particular student's needs because they attempt to do the following:

1. They are designed to teach small parts of the material at a time.
2. A child can proceed at his own rate of comprehension and performance.
3. A student is sent only into programs or material which he needs.

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* Meeker Junior High School Curriculum Guide

PROCEDURE -- (GRADE SEVEN)

Within the framework of Meeker Junior High School's course of study, a sequence of material was determined for the seventh graders. A regular sequence of material was arranged because the pre-tests indicated no areas, except verb usage and capitalization, were within the knowledge of the students. This sequence used English 2600 and teacher-made programs. The students proceeded at their own rate through this material. They were tested after finishing a unit of work; some unit tests included knowledge of all material covered to that point.

The tests were graded by the teacher with the pupil standing by. The errors were discussed and explanations expanded. This system also provided greater rapport than normal between teacher and pupil.

If a test indicated lack of understanding, the teacher directed pupils immediately to a supplementary program or practice cards. Types of errors were easily determined, and the proper direction was handily given. After this redirection, a second test was given.

Many units took some time so the students reported each week on what they had accomplished. This allowed the teacher greater knowledge of where they were and what they were doing. Lazy students could be prodded with the facts before them.

Not all the period or material was handled through programmed instruction. The teacher feels seventh graders cannot spend a solid fifty minute period every day with this type of learning. The system is new to them and their maturity, or lack of it, does not lend itself to spending all the time on their own programs. The boredom factor could also be decreased. Therefore, some areas of learning i.e., verb usage, capitalization, punctuation, dictionary usage, vivid language, etc. were presented as class projects taking from fifteen to thirty minutes of class time. Tests were given for each area. If a student did not show a sufficient proficiency with this material, he was directed into a supplemental program and small group discussions and retested. The great variations of these small groups further reinforced the idea of the tremendous differences in abilities and concepts within a major field. Most of the class projects correlated with units in English 2600.

Some of the class activities included writing essays or themes, writing about art reproductions (what the picture said to them), and writing from dictation. Whenever possible the themes were corrected with the use of the tape recorder. The students wrote the original theme with numbered lines. The teacher talked to them on tape referring to corrections or good points by the numbered lines. This system allowed each student one to three minutes of a one-sided personal conversation devoted entirely to him. The themes were then rewritten. This procedure certainly did not take less time than the traditional method of correction, but it provided much greater personal attention. In addition the major errors in themes provided guides to other class activities.

The spelling program this last year also took advantage of individualized instruction. In the 1963-64 school year the SRA Spelling Laboratories IIc and IIIa were incorporated into our teaching. These laboratories teach spelling through learning spelling ideas (including many rules) on learning wheels. Each laboratory has ten levels with six learning wheels and alternate tracks per level. Through a diagnostic test each student's needs were determined, and he was directed through the laboratory.

It was felt that the learning wheels and level check tests of the laboratories provided too many clues. Therefore, tapes were made for each level test and wheel. The results of the taped level check tests were believed to be a more accurate determination of knowledge. If any pupil needed extra work on any wheel idea, The tapes for these were ready for his use. This involved making 140 tapes for these laboratories plus fourteen tapes for diagnostic testing.

Though a diagnostic test revealed no problems in a level, each pupil had to take the taped level check test which often indicated that work should be done. He then proceeded through that level in addition to the diagnosed areas.

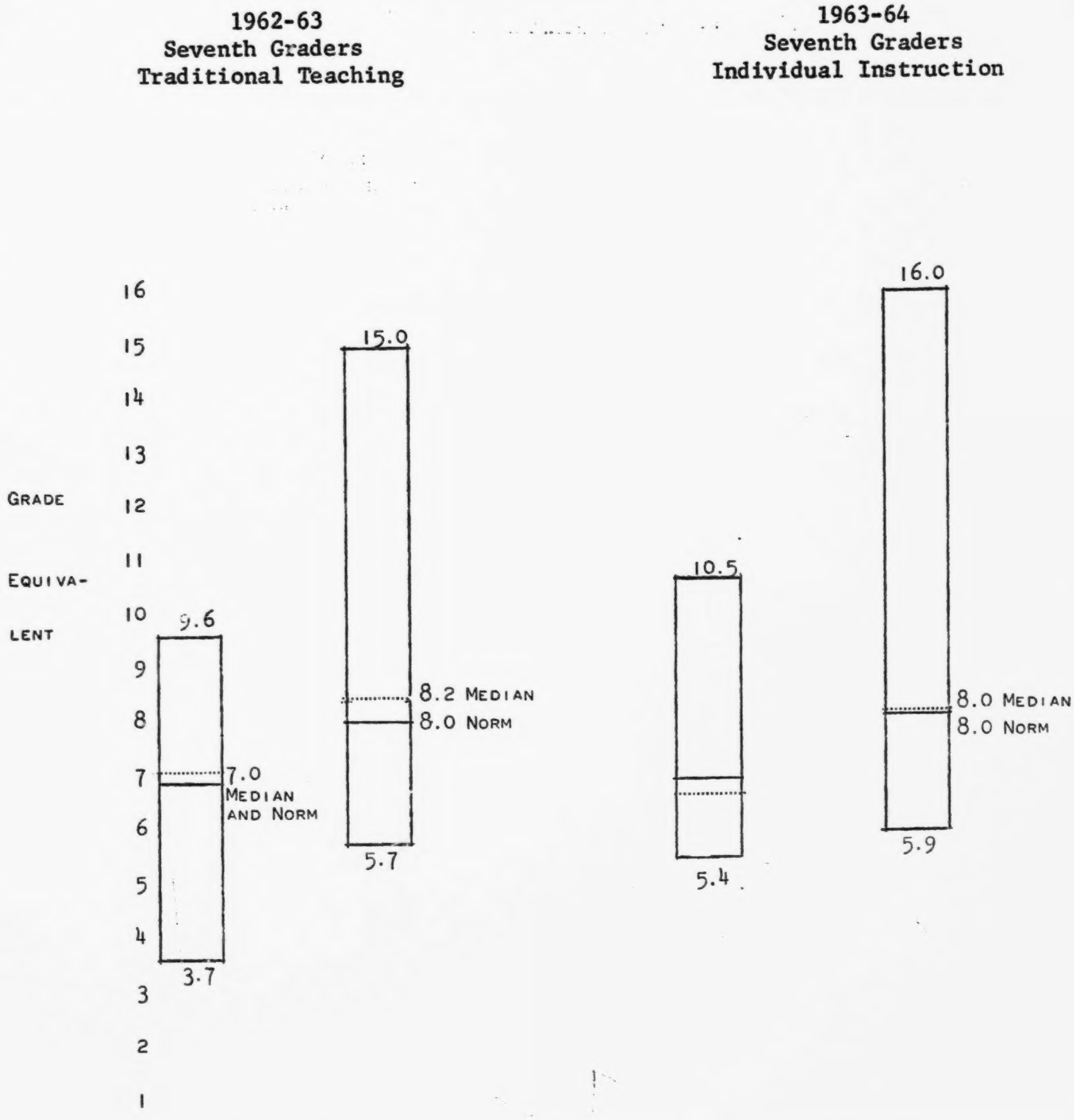
Excellent spellers quickly mastered the laboratories and were routed to an SRA Words program. Additionally, tapes of 150 "Words Good Spellers Should Know" were prepared for these students.

Slower spellers were routed through a TMI Grolier spelling program. This program, divided into units, has teacher made tapes testing each unit. The TMI Grolier program concentrates on more words of a lower level although it also embraces words through twelfth grade general knowledge.

A score of 80% was considered passing for both grammar and spelling. English scores were posted on a chart in the room. Competition among children of comparable ability or initiative was encouraged by this public posting.

RESULTS OF THE STUDY-GRADE SEVEN

CLAPP-YOUNG ENGLISH TEST SCORES

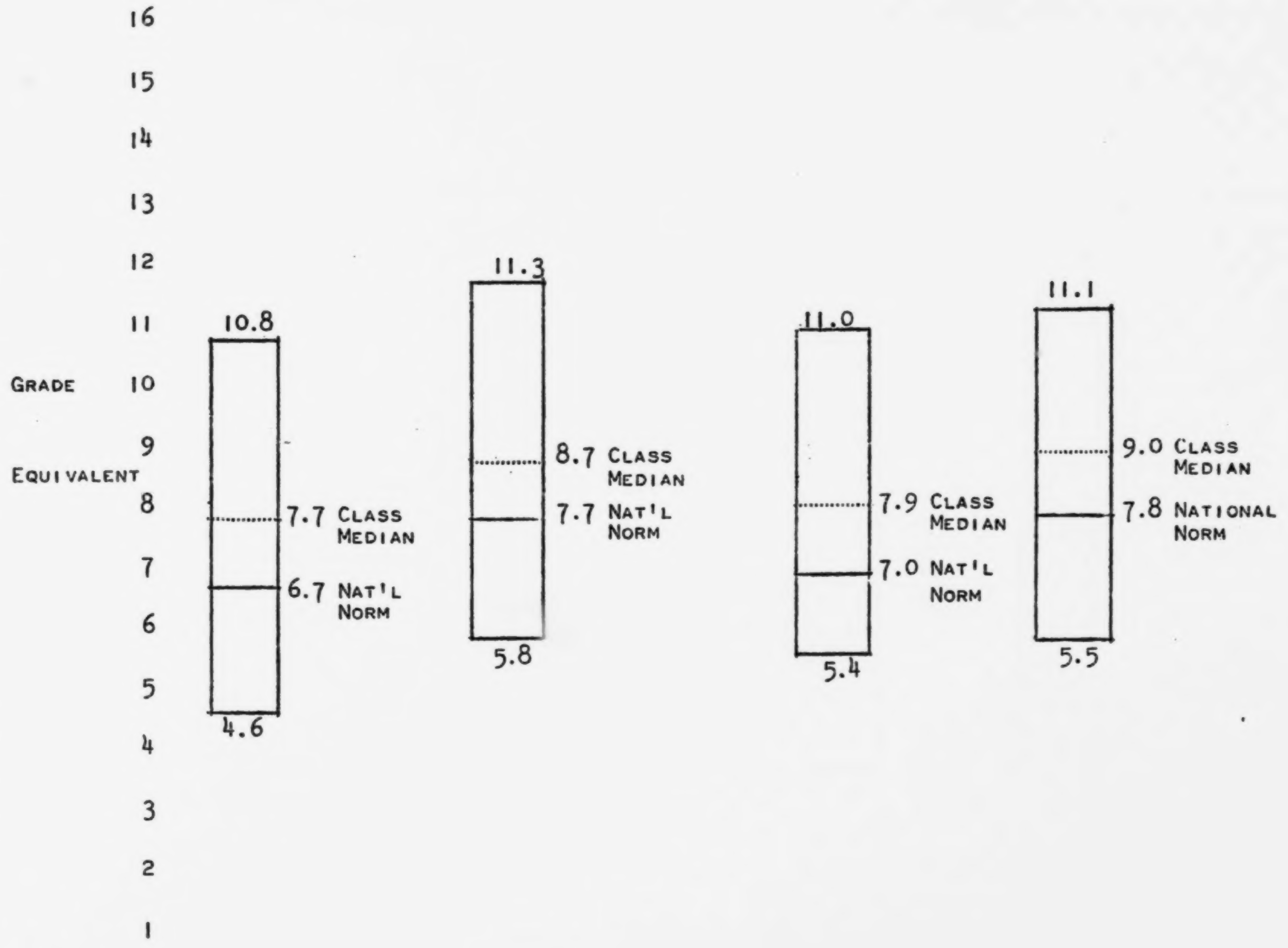


51 pupils	45 pupils
Class median gain 1.2	Class median gain 1.2
Sept. 1962 -- May 1963	Sept. 1963 -- May 1964
Average net gain 1.128 years	Average net gain 1.224 years

IOWA TEST OF BASIC SKILLS

1962-63
Seventh Graders
Traditional Teaching

1963-64
Seventh Graders
Individual Instruction



42 pupils

April 1962 -- April 1963

Average net gain .8119

Class median gain +1.0

41 pupils

Sept. 1963 -- April 1964

Average net gain .8365

Class median gain +1.1

SEVENTH GRADE CLASS 1963-64 INDIVIDUALIZED INSTRUCTION

	Iowa Test of Basic Skills (Language Skills)			Clapp-Young English Test				
				Form A Sept. 1963		Form B May 1964		
Pupil	Sept. 1963 Score Grade	April 1964 and Equiv.	Gain or Loss	Score	Grade Equiv.	Score	Grade Equiv.	Gain or Loss
I- 1	92	97	+ .5	89	10.5	96	16.0	+5.5
I- 2				80	8.0	91	11.5	+3.5
I- 3	90	94	+ .4	80	8.0	91	11.5	+3.5
I- 4	101	109	+ .8	85	9.0	90	11.0	+2.0
I- 5	101	102	+ .1	82	8.4	89	10.5	+2.1
I- 6	89	98	+ .9	85	9.0	89	10.5	+1.5
I- 7	78	95	+1.7	78	7.6	89	10.5	+2.9
I- 8	83	89	+ .6	79	7.8	88	10.0	+2.2
I- 9	90	106	+1.6	85	9.0	87	9.6	+ .6
I-10	88	110	+2.2	76	7.2	87	9.6	+2.4
I-11	110	112	+ .2	84	8.8	87	9.6	+ .8
I-12	107	111	+ .4	86	9.3	87	9.6	+ .3
I-13	97	101	+ .4	79	7.8	86	9.3	+1.5
I-14	91			78	7.6	86	9.3	+1.7
I-15	91	102	+1.1	81	8.2	86	9.3	+1.1
I-16	98	109	+1.1	83	8.6	84	8.8	+ .2
I-17	94	108	+1.4	82	8.4	83	8.6	+ .2
I-18	87	91	+ .4	72	6.7	83	8.6	+1.9
I-19	84	92	+ .8	80	8.0	83	8.6	+ .6
I-20	79	84	+ .5	70	6.5	82	8.4	+1.9
I-21	68	74	+ .6	75	7.0	82	8.4	+1.4
I-22	71	80	+ .9	64	5.9	81	8.2	+2.3
I-23	82	88	+ .6	79	7.8	80	8.0	+ .2

I-24	75	82	+ .7	76	7.2	80	8.0	+ .8
I-25	59	71	+1.2	73	6.8	80	8.0	+1.2
I-26	97	96	- .1	69	6.4	79	7.8	+1.4
I-27	73	78	+ .5	66	6.1	78	7.6	+1.5
I-28	74	85	+ .9	71	6.6	77	7.4	+ .8
I-29	79	88	+ .9	67	6.2	77	7.4	+1.2
I-30	80	95	+1.5	63	5.8	77	7.4	+1.6
I-31	75	99	+2.4	67	6.2	76	7.2	+1.0
I-32	56	72	+1.6	61	5.6	75	7.0	+1.4
I-33	58	69	+1.1	72	6.7	74	6.9	+ .2
I-34	71	80	+ .9	77	7.4	74	6.9	- .5
I-35	69	79	+1.0	65	6.0	74	6.9	+ .9
I-36	76	90	+1.4	71	6.6	73	6.8	+ .2
I-37	74	74	-	66	6.1	73	6.8	+ .7
I-38				72	6.7	72	6.7	-
I-39	80	97	+1.7	67	6.2	71	6.6	+ .4
I-40	64	64	-	62	5.7	71	6.6	+ .9
I-41	58	68	+1.0	67	6.2	71	6.6	+ .4
I-42	66	66	-	59	5.4	68	6.3	+ .9
I-43	54	55	+1.0	69	6.4	68	6.3	- .1
I-44	55	58	+ .3	59	5.4	64	5.9	+ .5
I-45				60	5.5	64	5.9	+ .4
CLASS MEDIAN	79	90	+1.1	73	6.8	80	8.0	+1.2
NATIONAL NORM	70	78		75	7.0	80	8.0	

SEVENTH GRADE CLASS 1962-63 TRADITIONAL INSTRUCTION

	Iowa Test of Basic Skills (Language Skills)			Clapp-Young English Test				
				Form A Sept. 1962		Form B May 1963		
Pupil	April 1962 Score Grade	April 1963 and Equiv.	Gain or Loss	Score	Grade Equiv.	Score	Grade Equiv.	Gain or Loss
T- 1	104	111	+ .7	85	9.0	95	15.0	+6.0
T- 2	105	113	+ .8	86	9.3	94	14.0	+4.7
T- 3	105	107	+ .2	87	9.6	92	12.0	+2.4
T- 4	98	103	+ .5	84	8.8	91	11.5	+2.7
T- 5	86	101	+1.5	83	8.6	91	11.5	+2.9
T- 6	77	81	+ .4	83	8.6	90	11.0	+2.4
T- 7	104	101	- .3	81	8.1	89	10.5	+2.4
T- 8	93	103	+1.0	84	8.8	88	10.0	+1.2
T- 9	84	96	+1.2	76	7.1	88	10.0	+2.9
T-10	108	105	- .3	81	8.2	88	10.0	+1.8
T-11				81	8.2	87	9.6	+1.4
T-12	105	106	+ .1	87	9.6	87	9.6	-
T-13	77	89	+1.2	72	6.7	87	9.6	+2.9
T-14	85	99	+1.4	78	7.6	85	9.0	+1.4
T-15				81	8.2	84	8.8	+ .6
T-16	76	89	+1.3	81	8.2	84	8.8	+ .6
T-17	96	100	.4	83	8.6	84	8.8	+ .2
T-18	76	69	- .7	74	6.9	84	8.8	+1.9
T-19	75	76	+ .1	84	8.8	83	8.6	- .2
T-20				79	7.8	82	8.4	+ .6
T-21	85	91	+ .6	75	7.0	82	8.4	+1.4
T-22				78	7.6	82	8.4	+ .8
T-23	91	84	- .7	80	8.0	82	8.4	+ .4

T-24	90	96	+ .6	76	7.2	82	8.4	+1.2
T-25	78	79	+ .1	77	7.4	82	8.4	+1.0
T-26	73	88	+1.5	79	7.8	81	8.2	+ .4
T-27				78	7.6	81	8.2	+ .6
T-28	86	91	+ .5	82	8.4	80	8.0	- .4
T-29	91	86	- .5	73	6.8	80	8.0	+1.2
T-30	69	81	+1.2	75	7.0	79	7.8	+ .8
T-31				69	6.4	79	7.8	+1.4
T-32	66	81	+1.5	81	8.2	78	7.6	- .6
T-33	78	88	+1.0	75	7.0	78	7.6	+ .6
T-34				73	6.8	77	7.4	+ .6
T-35	51	61	+1.0	75	7.0	77	7.4	+ .4
T-36				70	6.5	76	7.2	+ .7
T-37	59	80	+2.1	58	5.3	76	7.2	+1.9
T-38	66	80	+1.4	68	6.4	76	7.2	+ .8
T-39	70	86	+1.6	70	6.5	75	7.0	+ .5
T-40	85	87	+ .2	71	6.6	75	7.0	+ .4
T-41	55	61	+ .6	74	6.9	75	7.0	+ .1
T-42	68	90	+2.2	42	3.7	75	7.0	+3.3
T-43	60	76	+1.6	68	6.3	74	6.9	+ .6
T-44				75	7.0	74	6.9	- .1
T-45	59	71	+1.2	61	5.6	74	6.9	+1.3
T-46	49	58	+ .8	59	5.4	73	6.8	+1.4
T-47	61	66	+ .5	67	6.2	71	6.6	+ .4
T-48	53	65	+1.2	69	6.4	67	6.2	- .2
T-49	46	61	+1.5	59	5.4	62	5.7	+ .3
T-50	54	63	+ .9	63	5.8	61	5.6	- .2
T-51	55	75	+2.0	62	5.7	61	5.6	- .1
CLASS MEDIAN	77	87	+1.0	75	7.0	81	8.2	+1.2
NATIONAL NORM	6.7	77		75	7.0	80	8.0	

PROCEDURE -- (GRADE EIGHT)

The year's work was begun by taking the pretest for English 2600. These scores from the Iowa Tests of Basic Skills and the Clapp-Young English tests were used as the basis for goal setting. By considering these scores each child could easily see what areas he needed to work in.

Since almost all of these areas were taught in English 2600, most of the children began there. The children progressed at their own rates, and several finished the work by Christmas.

A very few children did not have the background for doing English 2600. These were given easier basic work to do. This basic work consisted of teacher-programed materials, easy exercises from workbooks, and practices from the practice file. As these youngsters were ready for more difficult work, they began working in English 2600.

After a unit of work was studied, a test was taken. If the grade was 80 or above, the student went on to the next unit.

Whenever the grade was less than 80, more work was done in that particular area, and then another test was taken. By the end of the year, many were going to the file to get needed practices without direction from the teacher.

Often a child would say, "I thought I understood this, but I don't. Will you explain it to me?" Then the pupil and teacher would have a conference. Usually the teacher knew when a student was having a special difficulty. Then when he came up to get a test, he was quizzed orally and given an explanation about the concept with which he had had trouble. Because some children will not ask for help, the teacher checked often to see how these children were progressing.

Occasionally a child would ask for a test, but before he had finished, he would ask if he could do more work as he had found he did not know the answers. In such cases, the test was filed until the child did more work. Then before he was given the test to finish, the teacher would question him so that she was sure he had learned the concept and not just the answer to a specific question on the test.

Some parents questioned the teachers allowing children to study during a test. After an explanation of how it was handled, they, too, agreed that this type of thing made for an ideal learning situation. The teaching personnel of the Meeker Junior High School are most concerned about the child's learning and not the grade except that it indicates how well something has been mastered.

A few concepts were so difficult for eight very slow learners that they were not required to finish a complete unit before beginning a test. These often studied a section or chapter of the unit and then took the corresponding part of the test. They could pass the test with a fairly good grade that way. Again, it was not the grade which really counted but the sense of accomplishment which these children had as a result.

A chart was kept on the bulletin board where grades were posted. This caused some competition among the better students.

Each class period was begun with a class activity. Much reviewing was done at this time. Instruction and practice in the use of capitals, punctuation, correct usage, and sentence structure were class activities. Discussions of research papers, bibliographies, footnoting, and the creative writing of stories were done by the class as a whole. As much time was used as was needed. This time varied from twenty minutes to an entire period. Whenever the class activity was completed, the children worked in their individual programs.

A CONTINUOUS ENGLISH PROGRAM

Repetition for review or reinforcement is good, but when it serves no special purpose, it should be eliminated. Consequently an attempt was made to make English a continuous program through junior high. Next year material which was presented and drilled on in the seventh grade will not be presented as new material in the eighth grade. If a child has not grasped some knowledge, he may go into the seventh grade class when it is being presented there. An alternative is for this child to do the work individually.

During the past few weeks some seventh graders worked in the SRA Organizing and Reporting Skills Lab with the eighth grade class. The units covered by most of the children of both grades were Form of the Report, Sticking to the Point, and Quality in a Paragraph.

The seventh graders wrote short biographical sketches of famous personalities to show what they had learned about reports. They will finish this lab next fall, beginning where they left off in May.

Choosing, researching, and writing about a career or profession was the culminating activity for the eighth graders. They, as freshmen in high school, will finish their work in the lab next year.

Any project started but not finished by a child during the seventh grade will be completed during the eighth grade. The pupils' folders containing their seventh grade work are now in the author's files. These will largely determine just where a child is and what his goals should be during the eighth grade.

Both grades worked together in the SRA Spelling Labs. One teacher could teach the combined groups. This allowed the other teacher time to work on needed materials. Mrs. Cooley and I will continue to do more of this type of thing.

An especially significant piece of work accomplished last year was the making of spelling tapes. During the first semester, the SRA Spelling Labs were used as set up by their authors. The children learned rules and about hard spots in words, but they often could not spell the entire word without clues. Tapes for the learning wheels and level check tests for both the IIc and IIIa Labs were made. They were filed in a mobile cabinet and always accessible to the children.

RESULTS OF THE STUDY -- (GRADE EIGHT)

The students marked A Student's Inventory of Teaching-Learning Processes by Jack Shaw, Colorado State College. Every fifth item concerned English. Below are questions with their responses which the author felt were significant so far as her English project was concerned.

In English we students
a. never-0
b. hardly ever-2
c. quite often-10
d. most of the time-30
e. always-8
do our work well because we can see we are helping ourselves.

In English we students are
a. never-1
b. hardly ever-2
c. quite often-3
d. most of the time-9
e. always-35
allowed to consult with our teacher when we are working.

In English our class work is
a. never-24
b. hardly ever-22
c. quite often-1
d. most of the time-2
e. always-1
too difficult for our age and grade.

In English our class work is
a. never-19
b. hardly ever-27
c. quite often-3
d. most of the time-1
e. always-0
too easy for our age and grade.

In English I find I am
a. never-2
b. hardly ever-9
c. quite often-10
d. most of the time-22
e. always-7
really interested in getting started and in working on the assignment.

In English I find that I
a. never-9
b. hardly ever-34
c. quite often-6
d. most of the time-0
e. always-1
dislike starting and working on classwork.

In English our assignments and classwork are
a. never-13
b. hardly ever-18
c. quite often-10
d. most of the time-8
e. always-0
the same for all class members.

In English I feel that our assignments and classwork are
a. never-12
b. hardly ever-8
c. quite often-19
d. most of the time-7
e. always-4
differ from student to student according to our differences in background, interests, maturity or feelings.

In English I feel that our assignments and class activities are
a. never-3
b. hardly ever-1
c. quite often-5
d. most of the time-14
e. always-27
of practical value to us.

In English I feel that we
a. never-2
b. hardly ever-2
c. quite often-13
d. most of the time-9
e. always-22
get a chance to use or apply what we have learned.

In English I am
a. never-1
b. hardly ever-2
c. quite often-9
d. most of the time-29
e. always-9
satisfied with the classroom activities and a assignments.

In English we
a. never-26
b. hardly ever-20
c. quite often-4
d. most of the time-0
e. always-0
spend the time listening to our teacher without a chance to discuss or ask questions.

In English as we listen to the teacher, I
a. never-2
b. hardly ever-11
c. quite often-8
d. most of the time-15
e. always-13
ask the questions I want to ask.

In English when we are working alone but are permitted to work with others, I
a. never-2
b. hardly ever-11
c. quite often-21
d. most of the time-8
e. always-9
consult with my teacher.

In English my teacher is
a. never-1
b. hardly ever-0
c. quite often-6
d. most of the time-19
e. always-25
available to help me when I need help.

In English when I consult my teacher, he

a. never-12
b. hardly ever-23
c. quite often-7
d. most of the time-6
e. always-1

gives me direct answers or does the work for me.

In English when I consult my teacher, he

a. never-0
b. hardly ever-2
c. quite often-11
d. most of the time-23
e. always-13

helps me think through the problem or difficulty.

In English my classmates and I

a. never-0
b. hardly ever-5
c. quite often-11
d. most of the time-27
e. always-7

feel relaxed and happy as we do our class work.

In English our class work is

a. never-3
b. hardly ever-40
c. quite often-6
d. most of the time-0
e. always-0

interfered with by noise, interruptions and other distractions.

In English our materials and supplies are

a. never-0
b. hardly ever-1
c. quite often-9
d. most of the time-10
e. always-30

sufficient to permit us to work in class effectively.

In English we

a. never-1
b. hardly ever-5
c. quite often-20
d. most of the time-9
e. always-15

spend time in testing to see how much and how well we have learned.

In English we

a. never-1
b. hardly ever-3
c. quite often-10
d. most of the time-15
e. always-20

take time in class to find what errors we made in the tests and why we made them.

In English my classmates and I

a. never-1
b. hardly ever-2
c. quite often-15
d. most of the time-18
e. always-14

spend time doing the work again and re-learning what we had wrong.

On the following two pages are the pupils' scores from the Clapp-Young English Tests taken in May 1963 and again in May 1964. Their grade standards are also shown. Their average gain was one year and three months.

The three columns of the right pertain to scores for English 2600. Because some children did not finish this work, the number of units completed is noted in the last column. An 11 indicates that the entire book was studied.

	CLAPP-YOUNG ENGLISH TEST				ENGLISH 2600 TESTS		
Student	Raw Score	May-1963 Grade Stand.	Raw Score	May 1964 Grade Stand.	Pretest	Final	Units. Comp.
1	80	8.0	93	13.0	65	87	11
2	71	6.6	80	8.0	61	75	7
3	88	10.0	92	12.0	74	97	11
4	82	8.4	84	8.8	55	83	7
5	76	7.2	80	8.0	53	69	9
6	67	6.2	70	6.5	46	75	5
7	87	9.6	84	8.8	66	96	11
8	85	9.0	93	13.0	60	82	10
9	82	8.4	86	9.3	73	84	11
10	80	8.0	82	8.4	63	74	6
11	61	5.6	72	6.7	44	56	2
12	75	7.0	85	9.0	62	78	6
13	75	7.0	79	7.8	58	78	9
14	95	15.0	92	12.0	73	94	11
15	82	8.4	87	9.6	77	79	11
16	82	8.4	83	8.6	50	81	9
17	79	7.8	89	10.5	49	55	3
18	91	11.5	91	11.5	70	89	11
19	89	10.5	96	16.0	75	99	11
20	85	9.0	89	10.5	73	90	11
21	75	7.0	81	8.2	56	85	6
22	75	7.0	79	7.8	56	65	4
23	78	7.6	80	8.0	62	68	3
24	90	11.0	92	12.0	63	88	10
25	88	10.0	95	15.0	65	95	11
26	62	5.7	63	5.8	57	53	5

	CLAPP-YOUNG ENGLISH TEST				ENGLISH 2600 TESTS		
		May 1963		May 1964			
Student	Raw Score	Grade Stand.	Raw Score	Grade Stand.	Pretest	Final	Units Comp.
27	78	7.6	84	8.8	73	70	4
28	74	6.9	77	7.4	53	81	9
29	77	7.4	78	7.6	44	66	5
30	81	8.2	81	8.2	53	61	5
31	74	6.9	73	6.8	48	75	3
32	94	14.0	97	17.0	71	95	11
33	82	8.4	83	8.6	59	95	11
34	87	9.6	94	14.0	75	93	11
35	92	12.0	95	15.0	70	97	11
36	79	7.8	69	6.4	46	61	3
37	76	7.2	80	8.0	46	61	5
38	74	6.9	75	7.0	43	68	3
39	84	8.8	88	10.0	65	87	11
40	91	11.5	95	15.0	73	86	11
41	84	8.8	88	10.0	75	90	11
42	83	8.6	90	11.0	57	89	11
43	73	6.8	73	6.8	45	65	8
44	82	8.4	84	8.8	63	70	7

IMPROVEMENTS RESULTING FROM THE PROGRAM

Much was accomplished by the eighth grade students during the past year. Test scores do not measure attitudes and work habits, but the responses on the Student's Inventory of Teaching-Learning Processes were, on the whole, quite gratifying.

These children had been accustomed to one assignment for everyone, and they had not used programed materials. At first many found it difficult to accept responsibility for getting their work finished. Some had difficulty sticking to a program until it was finished. As the weeks went by, it became easier to continue a program from day to day. By the end of the year some children were voluntarily coming into the classroom early or staying after school to do work.

Slow achievers were able to work on a concept until it was learned. They no longer had to hurry because others in the class were ready to move on.

The able students participated in activities they would not have had time for if they had had to wait on slower students.

Usually help was given when it was needed. Being able to have the teacher's help when it was needed encouraged most children, and they worked better as a result.

Some of our visitors asked about our discipline. All problems were not solved by placing a child in materials which he could do and by individualizing his instruction. However, the type of behavior usually denoted as discipline problem was almost nil last year.

The project was expanded to include the seventh grade English classes. Mrs. Cooley and the author worked together setting up projects and materials. This helped greatly to make the junior high English program a continuous one.

RECOMMENDATIONS FOR FURTHER STUDY

Two areas of the English program need to be given special attention next year.

First, more materials for the slow learners are needed. The new English 2200, which will be available in September, will help. Some very easy materials may have to be written by the teachers.

Then the able but lazy students are ever with us. Better goal setting may help to make them more productive. The English teachers plan to give them some concentrated attention next year.

After two years of experimentation, I am enthusiastic, about the use of programed materials with which to individualize instruction. This is not an easy way to teach because supplying a lot of children with suitable materials and keeping them moving ahead is not always easy. However, it is challenging.

A teacher must be willing to give unstintingly of her time and energy if she plans to individualize her instruction by using programed materials. And to do her best, she must have the cooperation and encouragement of the administration and her fellow teachers.

A PLAN FOR INDIVIDUALIZED INSTRUCTION IN THE LANGUAGE ARTS AREAS of Junior High THROUGH CORRELATION WITH ALL AREAS OF STUDY AND LIFE

Verl Timm
Haxtun, Colorado
1963-64

I. INTRODUCTION

With ideas uppermost, exploration of all areas of school endeavor will be made by each student. It is through each student's interpretation of the context that written responses are to be made in the language arts class showing the level of thinking being done by each student according to his ability. These thoughts will be written up by the student in sentences affording them with the opportunity to implement the skills of language arts that are involved in good writing, speaking, listening, and reading. Since quite the same process is involved in all four avenues of communication, whether it relates to the skill of reading, writing, listening, or speaking, it could be said that our language arts class is involved in the development of each student's ability to explore, organize, and transfer thought on an academic level which will be compatible to experiences with which he will be confronted in later life. In short, it will give them experience in dealing with the applications of words to LIFE.

II. OBJECTIVES

As language arts teacher, my goals will be to help each student develop the ability

A. to transfer ideas conceived in reading and listening, using techniques which are quite the same;

B. to bridge the gap that exists between his level of understanding and his level of knowledge in this area of language arts;

C. to discover the interrelations of all language arts areas through a wide enough range of experiences in the overall area whether it be from the part to the whole, from the whole to the part, from a combination of the parts;

D. to appreciate rapport (teacher-pupil) to the one level where he clearly understands what is meant by collective, the student-teacher appraisal level of proficiency in each area of endeavor;

E. to establish item "D" so that joint agreement on proficiency levels of lesser items in student's work will be consistent and compatible with overall concepts of material being covered in the whole language arts program;

F. to correlate his work done for the language arts class with all school work as well as life;

G. to enjoy his learning in the area of language arts that only the active experience in this learning can give;

H. to see that the gaining of knowledge is not isolated to any subject area but instead that it is a learning process that involves putting them all together in a whole experience that we shall call living learning.

With the objectives listed, the stage is set for the listening of the activities to be used, the content to be focused, and the concepts to be satisfied as the basis for proof of the proficiency level in the required skills of the language arts class.

III. ACTIVITIES

The activities to be used will include reading, writing, listening and speaking.

IV. CONTENT

The content to be focused will include anything that falls within the experience of life, but specifically that which shall fall in the category of school courses being studied. Since our school has classes in Colorado History, science, social studies, language arts, mathematics, reading, music, speech, physical education, athletics, literature, oration, and school activities, these will be the main areas to be given consideration in this project.

In addition, the student may focus content relating to personal experiences such as: farming, housekeeping, television, radio, journalism, cooking, working, playing, reacting, sympathizing, visualizing, believing, doubting, leading, following, supporting, feeling, shunning, hearing, seeing, smelling, tasting, experiencing, forcing, suggesting, attempting, failing, passing, succeeding, pride, time, present, future, past, causes, effects, pushing, pulling, spinning, gentleness, loneliness, boredom, happiness, sadness, fear, confidence, and an endless number of others.

V. CONCEPTS

The concepts to be satisfied as the basis for proof of the proficiency level in the writing skills of the language arts class will include such abilities as recognizing and using the alphabet, prefixes, roots, words,(parts of speech) phrases, clauses, sentences, paragraphs, chapters, and ultimately a book.

Quite the same process may be paralleled in the required speaking skills. The concepts to be satisfied will be listed as the ability to recognize and use the alphabet (sounds) in prefixes, suffixes, roots, words, phrases, clauses, sentences, paragraphs, and ultimately a speech. The difference between writing and speaking will be that it will be necessary to learn vowels, consonants, (voiced and unvoiced) diphthongs, syllabications, accents, inflections, connotations, attention steps, persuasion steps, conclusions, and ultimately the delivery of a speech. The delivery will include the physical aspects of the body's part in this activity.

Writing and speaking will involve the sending skills of the communication arts for the class. The approach to involve the receiving skills, reading and listening, will be using quite the same techniques. Since the student will have much practice with the manipulation of the sentence and its parts, it is felt that he will be able to see how sentences are manipulated by the author that he is reading, or he will be able to visualize the same manipulation while listening to a speaker.

Through the pursuit of these concepts it is hoped that the student will be able to appreciate the similarity of a good idea whether it be discovered in the act of reading or listening, or formulated in writing or speaking.

VI. PROCEDURE

After the overall objectives have been presented to the student and after he understands the activities to be used, the content to be focused, and the concepts to be satisfied as course requirements, he will begin to read and listen for important ideas that pertain to related subject areas. When an idea is found, that the student would like to cement into his memory for the purpose of possible better retention, he will be expected to put this throught into his own words by writing it down. He will not be allowed to copy word for word but he may, if he would like, paraphrase this thought so that he has constructed his own thought on this idea. As this idea is written out the student will be asked to feature a given concept of his choosing at the same time. (1) It could be, for example, to underline the nouns used as the subjects on one paper and the plural verbs on another. This procedure will be used to cover all the required concepts. It will be up to the student to choose whichever concept he wants to do, and he may do it in whatever order he wishes, and as fast as he would like.

Vocabulary will be included in this work by letting the student use in each sentence any word that he does not have at his command whether it be spelling, understanding, or usage wise. Every time there is a misused word on any paper it will be encircled and when the paper containing this word is returned to the student, he will be expected to enter the word in a vocabulary book. These words are to be entered, syllablized, diacritical marks are to be added, and the definition is to be written out in the student's own words. These words are to be used as soon as possible on the next work that is to be submitted by the student for evaluation.

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(1) See Table I

VII. MATERIALS

There was not a textbook as such used in the class but instead all the sample copies of textbooks available were used along with their own study guides. Texts available included:

Plain English Handbook -- McCormick Mathers

Word Clues (used for vocabulary work) -- Harper, Row

Harcourt Brace Handbook -- Harcourt Brace

Handbook of English -- D. C. Heath

The Macmillan English Series -- Macmillan

Vis-Ed study cards

1. composition
2. punctuation
3. grammar
4. English vocabulary set
5. Latin vocabulary set

These texts were from 6th grade through 12th.

VIII. EVALUATION

Since the work was completely individualized and the emphasis was on progress in bridging the gap between knowledge of and understanding of the subject, the student was not given a letter grade until the end of the third 6-week period. Students were pleased as well as satisfied with their progress as they actively engaged in the learning process. In short they were excited with it all.

When a grade was finally given there was an atmosphere of doubt and bewilderment present, as much as to indicate, "I thought I was doing satisfactorily."

These achievement tests were given during the year:

A. The 1st S.R.A. battery was given Sept. 25, 1963

B. The 2nd S.R.A. battery was given May 19, 1964.

C. The Iowa Test of Basic Skills given on Jan. 20, 1964.

A chart is available to show the results of these tests (2) and the scores are given in percentile.

This same chart shows the results of a pre-test and post-test as well as percentile average score on the battery of tests taken from a 9th grade English Workbook through which they went the last five weeks of school. This workbook was the McCormick Mathers 9th grade book entitled Essentials In English, first book.

The student evaluation (opinion) was most gratifying and in short, the general opinion of all students was that, "I can go at my own speed." This was true by their performance as they were of the opinion that, "I am learning for learning's sake and not for a grade's sake." The fast students, for the first time, could go ahead and not wait on the slower student, and the slower student would get help before going ahead. There was opportunity for the faster students to help the slower and they developed good mutual respect for one another. They quickly began to like the situation as they learned that all learning was inter-related.

Parent evaluation was slow to come until they were more fully made aware of just exactly what was being done. It was only through the help of the superintendent, principal, student and my conferences that the parents began to realize the full magnitude of the project's endeavors. The most helpful of communications to the parents was the individual reports written by each student to the parents telling them what they, at the time, knew they knew, and what they knew they didn't know. After this status report was done the parents were involved and very keenly interested. This continued throughout the year and it seems that parents are somewhat anxious about their child's performance in high school.

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(2) See Table II, page 14

Little has been said about the teacher evaluation because of the premise upon which the project class was founded. Since the class was based on ideas and the student's ability to communicate the same, the emphasis was, as far as the teacher is concerned, more on the assistance that could be given each student to do a better job of this task and not to decide what grade an idea should have. The teacher felt obliged to praise and appraise, assist while not insisting, as well as to show and demonstrate as we all enjoyed the learning of techniques and then application together. There is a feeling that what the grade is, is unimportant but where the student is in proficiency level is most essential to me as his present teacher, to the teacher who will have this student next year, and most of all, to the individual student. My grades came largely from the test results, daily work, attitude, and my professional personal opinion.

IX. SUMMARY

Observations made of the students were as follows:

a. Students were more interested

b. Other classes became more closely connected to English

c. Similarities between the four language arts areas were recognized

d. Pride in work developed

e. Awareness of vocabulary was apparent

f. Freedom and willingness of student to ask questions was most rewarding

g. Learned to help others as well as to ask for help for themselves

h. Liked to work at their own speed

i. Began to appreciate their teachers' endeavors

j. Began to search for the answers to their questions on their own

k. Thinking and reasoning abilities were tried

l. Became aware of what they didn't know as well as what they did know

m. Saw a need for learning and set out in pursuit of same

n. Indicated a desire to be helped and taught not only for a grade

o. Demonstrated indifference toward grading

Points brought to the light of the teacher were as follows:

a. Vocabulary could be more carefully approached (given more time each day in class)

b. More planning with correlation could be done

c. Vocabulary lists from all subjects or classes could be used

d. An occasional block of time could be used to correlate other classes with language arts

e. That students (more advanced) could put to use the more subtle of sentence manipulation

X. CONCLUSION

Insufficient proof is available to conclude that the knowledge gained in this class was more or less than it would have been in another given situation. I only know that the interest level was high, feeling toward learning was positive and from my own past personal experience with 8th graders, the results of this project leads me to believe that it was beneficial enough to the students to warrant a more detailed and involved program of the same type for next year's 8th grade.

TABLE I

LANGUAGE ARTS
Check List

Name______________________
Grade______________________

Verb

_____ recognizing and using
_____ being and seeing
_____ as predicate
_____ irregular
_____ principal parts
_____ tense
_____ verb phrase
_____ agreement of with noun
_____ agreement of with pronoun
_____ transitive
_____ intransitive
_____ gerund
_____ participle
_____ active and passive voice

Noun

_____ recognizing and using
_____ number
_____ possessive
_____ proper
_____ common
_____ as subject
_____ indirect object
_____ as predicate nominative
_____ as appositive
_____ as object of preposition
_____ as direct address
_____ abstract
_____ concrete
_____ collective
_____ modifications of
_____ gender
_____ number
_____ person
_____ forming plurals
_____ noun equivalents

Adjective

_____ recognizing and using
_____ comparative
_____ superlative
_____ predicate adjectives
_____ adjective phrase
_____ adjective clause
_____ nouns & pronouns as adjectives

Adverb

_____ recognizing and using w/ajd.
_____ recognizing and using w/ adv.
_____ comparative and superlative
_____ avoiding conf. w/ adjective
_____ adverb phrase

Pronoun

_____ recognizing and using
_____ possessive
_____ as subject
_____ as direct object
_____ as indirect object
_____ as object of preposition
_____ as pred. nominative
_____ as appositive
_____ before noun
_____ antecedent
_____ personal
_____ number
_____ demonstrative
_____ indefinite
_____ interrogative
_____ relative

Preposition

_____ recognition of
_____ phrase of adjective
_____ phrase as adverb

Conjunction

_____ coordinate
_____ subordinate

Interjection

_____ defined
_____ recognition of

TABLE I
(Cont'd)

MECHANICS OF COMMUNICATION
Check List

Name ______________________
Grade ______________________

Apostrophe

_____ Contractions
_____ Possession
_____ Plurals

Colon

_____ Greeting of business letter
_____ Writing the time

Comma

_____ Address
_____ Closing of letter
_____ Date
_____ Greeting of letter
_____ Direct quotation
_____ Items in series
_____ Changes word order
_____ Appositive
_____ Compound sentence
_____ Direct address
_____ Introductory words
_____ Introductory dependent clauses
_____ Parenthetic words

Exclamation Point

_____ Exclamation

Hyphen

_____ Dividing words
_____ Combining adjectives
_____ Writing compound numbers

Quotation Mark

_____ Quotation
_____ Chapter, story, poem, etc.

Period

_____ Abbreviations
_____ Sentence ending
_____ Outline, with Roman number
_____ Outline, with capital letter
_____ Outline, with Arabic number
_____ Decimal, dollars & cents

Question Mark

_____ Interrogative

Underlining

_____ Italicized title

Capitalization

_____ Abbreviation
_____ Address
_____ Closing of letter
_____ Date
_____ Day of week
_____ Greeting of letter
_____ Name of city & state
_____ Name of person
_____ Sentence beginning
_____ Title - book, poem, story, written work
_____ Title of person
_____ Outline, main topic
_____ Outline, sub topic
_____ Proper noun
_____ Geographic names as proper nouns
_____ Holidays
_____ Religions, Bible, Diety
_____ School subject

TABLE I
(Cont'd)

CORRECT ENGLISH USAGE
Check List

Name______________________
Grade______________________

_____ are, is
_____ aren't, isn't, am not
_____ come, came
_____ did, done
_____ gave, given
_____ "I", naming self last
_____ ran, run
_____ saw, seen
_____ "Jane, she"
_____ was, were
_____ well, good
_____ went, gone
_____ a, an
_____ ate, eaten
_____ begin, began
_____ can, may
_____ doesn't, don't
_____ drank, drunk
_____ learn, teach
_____ let, leave
_____ double negatives
_____ are, is, aren't, isn't, am not
_____ become, became
_____ blew, blown
_____ broke, broken
_____ chose, chosen
_____ drive, drove, driven
_____ freeze, frozen
_____ grow, grown
_____ he, she, I
_____ I or me
_____ know, knew, known
_____ ring, rang, rung
_____ ride
_____ sing
_____ sit, set
_____ speak
_____ throw
_____ tear, tore, torn
_____ was, wasn't, weren't
_____ wear, wore, worn
_____ write, wrote, written

_____ lie, lay
_____ pronoun subject
_____ rise, rose, risen
_____ steal, stole, stolen
_____ take, took, taken
_____ at, not to or by
_____ borrow, lend
_____ bring, brought
_____ draw, drew, drawn
_____ fall, fell, fallen
_____ fly, flew, flown
_____ from, not off of, off
_____ into and in
_____ lie, lay lain
_____ pronoun possessive
_____ pronoun pred. nom.
_____ pronoun direct ob.
_____ pronoun, I, object
_____ pronoun, obj. of prep.
_____ rise, rose, risen
_____ swim, swam, swum
_____ as, as of, as though & like
_____ attack, attacked, attacked
_____ beat, beat & beaten
_____ bring, take
_____ burst, burst & burst
_____ catch, caught, caught
_____ climbed, climbed & climbed
_____ drag, dragged & dragged
_____ drown, drowned, drowned
_____ from and then
_____ have, not of
_____ lay, laid, laid
_____ lose, loose
_____ ought, not had ought
_____ shake, shook, shaken
_____ shrink, shrank, shrunk
_____ sink, sank, sunk
_____ sneak, sneaked, sneaked
_____ spring, sprang, sprung
_____ swear, swore, sworn
_____ who & whom

TABLE I
(Cont'd)

Language Arts
Check List

Name_____________________
Grade_____________________

Speaking & Listening

_____ Announcements
_____ Eh & and - eh-a-etc.
_____ Book Review
_____ Choral speaking
_____ Diction
_____ Directions (explain)
_____ Discussion
_____ Dramatization
_____ Enunciation
_____ Introductions
_____ Listening activities
_____ Posture, conduct, action
_____ Reading aloud
_____ Report, talk
_____ Speech chart
_____ Story telling
_____ Voice, effective

Sentence Development

_____ Statement
_____ Interrogative
_____ Exclamatory
_____ Imperative
_____ Avoiding fragment
_____ Avoiding run-on
_____ Compound
_____ Complex
_____ Simple

Writing

_____ Announcement notice
_____ Book review
_____ Conversation
_____ Definition
_____ Description
_____ Dictation ex.
_____ Directions (exp. rules)
_____ Letter:
    Business
    Friendly
    Invitation
    Thank you

Writing (Cont'd)

_____ Minutes of meeting
_____ Manuscript
_____ Newspaper article
_____ Notes
_____ Outline
_____ Paragraph:
    Writing
    Keeping to topic
    In conversation
_____ Poetry
_____ Proofreading
_____ Reports of information
_____ Sentences
_____ Story
_____ Writing chart

Correlating Adjectives
R. W, S, & L.

_____ Courtesies
_____ Elections
_____ Enrichment activities
_____ Information finding:
    _____ Asking
    _____ Interviewing
    _____ Outlining
    _____ Reading
    _____ Summarizing
    _____ Taking excursions
    _____ Taking notes
    _____ Using card catalogue and call numbers
    _____ Using dictionary & encyclopedia
    _____ Using index & table of contents
    _____ Using key words
    _____ Using maps & graphs
    _____ Using reference books
    _____ Writing business letters
_____ Meetings:
    _____ Parliamentary procedure
_____ Newspaper activities
_____ Program
_____ Telephoning
_____ Vocabulary development and enrichment

TABLE I
(Cont'd)

LANGUAGE ARTS (Cont'd)

Parts of Speech

Verb

_____ Recognizing and using
_____ Being or seeming
_____ As predicate
_____ Irregular
_____ Principal parts
_____ Tense
_____ Verb phrase (aux. u)
_____ Agreement with noun
_____ Agreement with pronoun
_____ Transitive
_____ Intransitive
_____ Gerund
_____ Participle
_____ Active & passive

Noun

_____ Recognizing & using
_____ Number
_____ Possessive
_____ Proper & common
_____ As subject
_____ I. & D. object
_____ As p. nominative
_____ As appositive
_____ As obj. of prep.
_____ As direct address
_____ Abstract, concrete & other

Adjective:

_____ Recognizing & using
_____ Comparative & superlative
_____ Pred. adjective
_____ Proper adjective
_____ Adjective phrase
_____ Adjective clause
_____ Noun & pronoun as adject.

Adverb:

_____ Recognizing & using with verb
_____ Recognizing & using with adj. & adv.
_____ Comparative & superlative
_____ Avoiding confusion with adj.
_____ Adverb phrase
_____ Adverb clause

Pronoun

_____ Recognizing & using
_____ Possessive
_____ As subject
_____ As direct object
_____ As indirect object
_____ As object of preposition
_____ As pred. nom.
_____ As appositive
_____ Before noun
_____ Antecedent
_____ Personal
_____ Number
_____ Demonstrative
_____ Indefinite
_____ Interrogative
_____ Relative

Preposition

_____ Recognizing
_____ Phrase as adj.
_____ Phrase as adverb

Conjunction

_____ Coordinate
_____ Sub-ordinate

Interjection

_____ Defined

TABLE II

PERCENTILE RANKS

Student	1-20-64 Iowa B.S.	9-25-63 1st S.R.A.	5-19-64 2nd S.R.A.	S.R.A. Gain or Loss	Av. Score 9th gr. McCormick Mathers Batt. Test	Gain or Loss on McM-Math. Battery
1	91	76	89	+13	91.3	+13
2	88	66	78	+12	89.8	+16
3	79	66	86	+20	86.6	+ 6
4	25	34	20	-14	45.8	N.F.
5	71	52	71	+19	79.4	+ 6
6	Absent	81	94	+13	90.5	+ 7
7	47	43	77	+34	67.7	+ 6
8	37	34	50	+16	34.7	N.F.
9	78	76	82	+ 6	86.6	+ 9
10	91	70	84	+14	91.9	+14
11	70	47	83	+36	85	+12
12	61	43	54	+11	82.2	+28
13	93	66	92	+26	93.4	+15
14	97	96	95	- 1	89.7	+ 7
15	29	16	26	+10	34	N.F.
16	9	16	28	+12	44.1	N.F.
17	39	34	61	+27	67.6	+ 7
18	87	74	92	+18	88.6	+17
19	21	16	27	+11	62.5	+20
20	37	20	20	--	49.3	N.F.
21	23	16	27	+11	17.5	N.F.
22	45	38	62	+24	74.5	+18
23	85	74	91	+17	93.7	+19
24	87	90	95	+ 5	94.7	--
25	23	25	14	-11	19.2	N.F.
26	9	25	16	- 9	38.3	N.F.
27	41	28	33	+ 5	67.5	+17
28	93	78	82	+ 4	91.6	+ 5
29	66	66	69	+ 3	79.4	+16
30	70	47	79	+32	79.4	+10
31	95	93	86	- 7	95.7	+ 9
32	95	93	84	- 9	89.2	- 1
33	82	90	93	+ 3	93.4	+ 1
34	88	70	90	+20	91.3	- 3
35	64	34	67	+33	79.7	+ 9
36	30	26	57	+31	50.2	N.F.
37	45	Absent	85	?	73.7	+ 9
38	18	Absent	46	?	18.2	N.F.
39	98	93	90	- 3	92.7	+ 7

(N.F. = Not finished)

A PLAN FOR INDIVIDUALIZING INSTRUCTION IN THE LA VETA, COLORADO SEVENTH AND EIGHTH GRADE LANGUAGE ARTS PROGRAM

Bernice Hayes

[1964]

Our culture demands that we make the most of our human resources. Research says that children are not taught, but that they can learn. There is an inborn urge to grow in every human being. It may be smothered by psychological problems but therapists tell us that even in the most difficult cases, the urge to grow is present.[1] If this is true then our school systems, our teachers, must put emphasis upon the learning rather than upon the teaching to make the most of our human resources. How can we do this if we do not take into consideration each child as an individual?

The idea of grading children, a year to a grade, was first introduced in Boston in 1848, and was avidly advocated by Horace Mann and Henry Barnard. Since 1848 this has been the chief factor in the assignment of pupils, with group instruction as the primary characteristic.

With the opening of doors of public schools to more and more children, instead of the former more highly selected groups, and the discovery through experimentation and testing of individual differences we have found this system to include children in the same group or grade with varying abilities. The small school is unable to group children into ability sections because of finances and small numbers of children. Consequently, we find a great diversity in ability and achievement within a classroom group in a small school.

When you examine the scores of any standardized test, you are impressed, with the wide range of achievement and abilities of your children. At the beginning of my project, the first two days of the school year 1962-63, I gave the Metropolitan Achievement Test Form A to my children. The reading range was from 4.0 to 10+. This is a difference of 6+ grade levels. The language range was from 5.0 to 10+. This is a difference of 5+ grade levels. The spelling range was 4.4 to 10+. This is a difference of 5.6+ grade levels. The diversity in mental ability was from 77 to 129.

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[1] H. Gerthon Morgan, "How to Facilitate Learning," NEA Journal, Vol. 49, Oct. 1961, p. 54.

For many years I have felt the restrictions placed upon children through a graded program and felt a need for better individualized instruction than I could give through a graded curriculum. There was an article in the September 1961, N.E.A. Journal by Dr. Alexander Frazier titled, "IMPROVING THE LEARNING SITUATION" which influenced me to the extent of forming a new personal philosophy of education. My main objective for my project class, to free my learners to learn, was taken from this article. Dr. Frazier states in his article that there are three restrictions from which we must liberate learners; too closely graded subject matter; the use of a single text as the curriculum; and too much concern for group achievement instead of concern for individual achievement. After a thorough study of what Dr. Frazier said, I realized that to remove these restrictions and what to do in their stead would give me the basis for my individualized junior high English program.

With the floating period schedule used this past year, each period was seventy minutes. To facilitate for continuity between the language arts program and the reading program, I had these youngsters for two periods giving a time block of one hundred forty minutes with a break of five minutes. By placing the seventh and eighth grades, a total of twenty-eight children, in one classroom, I felt that I could alleviate any feeling that a child would have as to what level of work he or she would be doing. As it turned out, this was not a problem. By placing the two groups together I did have three more much needed planning periods a week.

When we have graded level groups, the curriculum for a particular group is determined by the grade level. This definitely does not take care of the learning for those who are below in achievement of the particular grade level, nor does it take care of those above the achievement of the particular grade level. The wide variations in the stages of development of this group of youngsters has already been pointed out. It ensues then that a graded program does not take care of individual continuity of learning.

My plan, therefore, would have to be to start each child where he was. As suggested by Dr. John I. Goodlad of UCLA at the Western States Small Schools Project Workshop at Colorado State College, blocks of learning followed a common course but there was a difference in the amount of work and enrichment of each individual child. The better students worked more independently while the average and slower students needed work which was broken down into simple sections with greater use of examples and drill. This made the language arts program more worthwhile and stimulating to the more able pupils and more usable by the less able.

It follows that if we individualize material presented for learning that we will deviate from the use of a single text, the second restriction of free learning. The materials used for this project were English 2600, SRA Organizing and Reporting Skills Lab, SRA Reading Lab IIIa, SRA Spelling Lab IIIa, SRA Reading for Understanding Lab, Scholastic Literature Unit, Animals, a series of six filmstrips titled Coach for Good English, a series of twenty-four filmstrips called Special Language Arts, Cenco World I and II, Cenco English I and II, recordings, teacher-prepared reading program, various textbooks and workbooks.

Early in September I started the children in English 2600. I chose this on the recommendation of Dr. Kenneth Komoski during our 1962 summer workshop and from a report made in the September 1959, English Journal by the Board of Reviewers. This report stated that the content of English 2600 offers the traditional program of English grammar as found in school texts but "is far more thorough in basic elements than the usual text and very much more interesting." This programed material is definitely designed to take care of individual differences in the children, for each child does proceed at his own speed. It is published in book form, but it performs the same function as a machined course, for the student moves from one box on one page to the similarly placed box on the next page. Here he finds the answer to the question or problem of the previous page, and a new question whose answer is at the same spot on the succeeding page. He can thus progress as rapidly as he makes correct responses, for he needs to go back only to correct an error. The book is divided into eleven units. Along with the programed book comes a test booklet. There are two tests at the end of each unit with a midway test at the end of unit five and a final test. Most programed materials recommend children to make a grade of ninety per cent on a test before continuing. However, I set the goal at eighty per cent for both grades since the seventh grade students had very little formal grammar before this time, and the eighth grade was a slow group. Sometime during the last of September I set the only group goal. I told those youngsters who had not finished the first unit that they would have to do so before October 1. There were so many youngsters who did not make the grade of eighty on the test that we took one period to discuss the programed material again. The children came to the conclusion that the answers were so mechanical that not enough thought and study had been applied. The viewpoint of the children toward English 2600 completely changed. Because this programed material does not have any branching for remedial work, I have used textbooks, workbooks, ditto sheets of exercises, filmstrips, Cenco English I and II, and the correction file for composition work for this purpose. These same materials were used for review work. I had five students complete the English 2600 in December. One of these five entered our school October 1, and completed December 7. Another student who entered November 1, finished December 13. With the exception of two students, all were finished by the end of the school year.

About the middle of September, I introduced the children to the SRA Organizing and Reporting Skills Lab. This lab makes provision for individual differences as do all SRA materials. Each unit of work is designed to accommodate individual differences in learning capacity and rate, and in reading ability. Each child corrects his own work and has the advantage of knowing immediately how accurately and successfully he has completed each task. There is written work required which is checked by me, and then corrections are made. The lab is divided into seven units: (1) The Form of the Report, (2) Sticking to the Point, (3) Order in the Paragraph, (4) Quality in the Paragraph, (5) Note-taking and Outlining, (6) Making an Outline, (7) Using the Summary Activity Project.

The following skills are developed:

1. Ability to identify the parts of a report, determine their function, and put them in the right order.

2. Ability to detect extraneous ideas in a report or factual information not related to the order.

3. Ability to write paragraphs and reports in which information is presented in an orderly manner.

4. Ability to recognize and to write properly developed paragraphs.

5. Ability to detect and avoid repetitous language and ideas.

6. Ability to locate and take notes from passages that relate to questions or topics assigned.

7. Ability to outline in correct form the main and subordinate ideas in a passage.

8. Ability to construct from notes an outline for use in making a report on an assigned topic.

Four students completed this lab. The remainder of the group will continue this work next year.

Placement tests for the SRA Reading Lab IIIa were given. This test places each youngster at his own reading ability level. This box ranges in reading ability from third grade level to twelfth grade. The student starts where he is in independent reading and is allowed to master the skills of that level at his own rate. He then progresses to a higher reading level. Each child has a book in which he records his answers as well as his reading progress. Two started at fourth grade level, eleven at fifth grade level, seven at sixth grade level, and six at seventh grade level. Two completed at sixth grade level, six at seventh grade level, nine at eighth grade level, five at ninth grade level, three at tenth grade level, one at eleventh grade level, and two at twelfth grade level.

Then, I introduced the Scholastic Literature Unit, Animals. This is a paperback library containing forty anthologies plus seventy other books of twenty different titles. The unit is built on differentiated materials to meet the problem of various differences among individual students. The reading of these books ranged from five per pupil to twenty per pupil. One child who was almost forced to read last year, read twelve of these books.

The first six weeks I prepared individual spelling lists from misspelled words used at different times in the class. I also placed nine of the best spellers on the listening center to learn words from a record made by the Diction Disc Company titled Spelling Aid. In November I gave the Diagnostic Achievement Survey for the SRA Spelling Lab IIIa.

Each student's spelling strengths and weaknesses are discovered and mapped out for his individualized program through this survey. During the last eight weeks the students were divided into four groups according to achievement to study various lists of spelling words via tape recordings made by the teacher. This idea was taken from an article printed in The Bulletin of the National Association of Secondary School Principals.

Several days before the Christmas holidays, the children were given the placement tests for SRA Reading for Understanding Lab. This lab consists of four hundred reading comprehension exercises on one hundred levels and is designed to aid each student in improving his ability to get meaning from his reading. I have found that it also builds a vocabulary. The number of exercises per pupil covered from this lab varied between twenty and forty-five.

One of the most important aspects of our English work in junior high school as well as high school, is written composition. I have already mentioned the SRA Organizing and Reporting Lab written work. Assignments in composition work were made to the whole group as well as to individuals. I expected the slower students to write with a large measure of accuracy; the more gifted to write with accuracy and to develop critical, imaginative, and creative thinking. To check all composition work the following check list was adapted from the one presented by Jane Z. Carroll in The English Journal.

CHECK LIST

CORRECTION SYMBOL	COMPOSITION MISTAKE	PENALTY
ROS	Run-on Sentence	10
FRAG	Fragmentory Sentence	10
AWAK	Awkward Sentence Structure	10
AG	Faulty Agreement (Pronoun or Verb)	10
M	Unclear Meaning	3
OM	Omission of Needed Words	3
VB	Verb Errors	3
CASE	Case Errors (Omission of Apostrophe, etc.)	3
S	Spelling	1
P	Punctuation	1
C	Capitalization	1
R	Repetition (Monotonous)	1
N	Neatness (Scribbles, Blots, Margins, etc.)	1

As suggested in this same article, a filing cabinet was set up sectioned with the symbols used on the check list. Under each symbol a child found a source of materials obtained from old workbooks and textbooks. From these materials individual assignments were made to correct a particular mistake. As stated earlier this file was also used for remedial work for English 2600 and for review work.

Early in February the youngsters started on an individualized reading program set up from old literature texts. Thirty-two stories were chosen from each of the seventh and eighth grade books. A file was made to contain two tests (one short answer, the other complete sentence answer) for each story. When a child completed a story, he immediately took a test obtained from me. The test was graded by the teacher. If a passing grade was not made, the child reread the story and took another test. Each child's grades were recorded on a chart. Eight youngsters completed all thirty-two stories. With the exception of four the remainder of the twenty-eight youngsters completed half or more of the stories.

Small group activities took place during the school year. Two groups of eight made an extensive study of "Evangeline" by listening to a tape recording made by me. These groups studied together and held discussions. The same procedure was used to study the tape recorded spelling lessons. This same procedure was also used to study with teacher-made study guides: Decca's records "Abraham Lincoln," "The Man Without a Country," "Famous Poems that Tell Great Stories," and "The Heroic Soul Poems of Patriotism;" Lexington Educational Audio Visual records "American Short Stories," and "Anthology of English and American Poetry;" Folkways record "Windows for Youth."

Large group, entire class, activities included practicing enunciation, giving demonstrations and other short speeches, studying the library, and developing good listening habits. The "Anthology" accompanying Scholastic Literature Unit, Animals was also studied as a large group activity.

To overcome concern for group achievement, the third restriction, I set up three files. In another drawer of the filing cabinet was a folder for each child in the project class. In this folder each child was required to keep the following: a daily diary of material covered, tests taken, reading done, etc.; and all of the SRA materials. Each child's tests were filed and locked in my desk. An achievement sheet for each child for each six weeks was kept by me. On these sheets I recorded the average scholastic achievement, the progress and grades in English 2600, grades made on other tests, progress made in SRA work, books and stories read, remedial or review work done, and other activities, my opinions or perhaps an anecdotal record. These files were used by the teacher to check for work that should be done. They were used to arrive at subjective grades each six weeks and were instantly available for exhibiting a child's work to his parents.

The Metropolitan Achievement Tests were used to evaluate my project class. As stated previously, the Metropolitan Achievement Test Form A was given at the beginning of the school year. This same form in reading and language was given in January, and Form B was given in May. The growth of three youngsters was measured from January until May. The off scale grade level on these two tests was 10.0 +. (PLEASE NOTE ACHIEVEMENT CHARTS). In September there was one youngster off scale in language. In May there were five youngsters off scale. In September there were two youngsters off scale in reading. In May there were nine youngsters off scale. In September there was one pupil off scale in spelling. In May there were five off scale. Five pupils were off scale in word knowledge in September. Eight pupils were off scale in May. There were fourteen youngsters who had a growth of two grade levels or more in language. Seven youngsters had a growth of two grade levels or more in reading.

Student #26 was retained in the first and second grades because of a bilingual problem. In the upper grades it seemed to be a social problem with an attitude of "I can't do it." She really benefited from the project class for she knew that she was accomplishing things that she had not been able to do before. She expressed this feeling to me verbally on several occasions, expressed it by asking for remedial work, and achievement tests show a growth of two grade levels in language and 3.2 grade levels in reading.

Student #16 had a big problem for she could not resist cheating on English 2600. Toward the end of the year with a great deal of effort on her part and with discussions concerning the problem between the two of us, she conquered this weakness. Her achievement shows a growth of two grade levels in language.

Student #13 showed a definite discrepancy in the scores of her tests. They show a growth of 2.2 in language over the summer months, than a -.3 from September to May. Her score in September was 9.9 which was not accurate for she knew little about grammar or punctuation. Perhaps she was lucky in marking answers. The opposite occured in her reading scores. She fell down on the test in September which made a growth of 5.3 from September to May. This could not be accurate for her oral reading did not show this much growth.

Student #19 showed a growth of 3.3/ in language and 3.6 growth in reading. This was due, I feel, to her unusual adaptability to work as an individual and due to competition that she developed between herself and Student #14.

Students #1, #2, and #8 did an unusual amount of original work such as poetry and short stories. They also helped slower students.

When I was asked to report on my project at the WSSSP meeting at Woodlin, Colorado, I asked my youngsters to tell me honestly what they thought about the project class, the materials used, and the necessity of achieving at the eighty per cent level to continue in English 2600. Many of the youngsters did not mention their SRA work, I believe, because to them it was not all new. Twenty-two youngsters stated they liked the project class, one said he felt he liked the old way better, and two had no preference. Fourteen youngsters mentioned that they liked working at their own speed. Thirteen said they felt that they had learned more. Six mentioned the use of small steps and repetition in the English 2600 and that you could not help but learn it. Twenty-one said that they felt that expecting a grade of eighty on unit tests in English 2600 was fair. Two said that they did not like the reading material in SRA but felt that it had helped their reading. Nine said that they liked the SRA work.

I feel that I have alleviated the hum-drum for the more able students, and alleviated the pressure of the more able students on slower students. The better students have been motivated to do more work. I think perhaps half or more of the average students have learned more than students in my traditional classes of the past. Some of the slower students, I feel, have benefited and others have done no better or no worse than they would have done under the traditional method. I had several cases where indifference toward school in below average children disappeared. Competition became apparent between students that would never have existed in the traditional class. The students definitely developed a feeling of responsibility to learn rather than relying excessively on me to teach them.

My role as a teacher was completely changed. This project freed me from time-consuming class drill allowing me to devote more time to individual students' learning problems. Where I was a teacher to an English class of seventh graders and an English class of eighth graders, I became a guide for twenty-eight individual students. I had to constantly watch that no child was neglecting any phase of work or was during any day putting all the time allotted on one phase. I gave more time for preparation and planning than I have normally given to any class. The motivation felt by me through the receptive attitude of the WSSSP, my superintendent, my school board, those who heard me talk about my project class, and those who visited the class perhaps influenced the children to the extent that there was some "Hawthorne Effect," but I can see no harm in this.

I did feel that the project was weak in spelling and vocabulary. Tape recorded spelling lessons will be used extensively this coming year with those students who were in the project class last year. Those students coming into the class will use SRA Spelling Lab IIIa with tape recorded spelling lessons. I plan to use the programed material _Words_ (SRA) for vocabulary building. Next year's project will also extend in a similar manner into my freshman English class.

If you try individualization, you must be willing to participate in an exploratory project, be willing to develop self-discipline and self-reliance in children, be willing to spend extra time in preparation and planning, yes, and eager to "free your learners to learn."

ACHIEVEMENT CHART FOR LANGUAGE

	* Avg. I.Q.	Grade	May 1962	Sept. 1962 Adv. Met. Form A	Jan. 1963 Adv. Met. Form A	May 1963 Adv. Met. Form A	Growth
1.	129	8	10.3	10.0+	10.0+	10.0+	?
2.	126	7		8.7	10.0+	10.0+	1.3+
3.	122	7	9.2	5.9	7.8	8.5	2.6
4.	114	7		6.7	8.5	9.6	2.9
5.	112	8			9.3	10.0+	.7+
6.	112	7	6.3	6.7	8.9	8.5	1.8
7.	110	7	7.3	7.3	9.7	8.2	.9
8.	109	7	6.3	5.5	7.5	8.5	3.0
9.	109	7	8.9	8.2	8.2	10.0+	1.8+
10.	109	7	7.5	6.4	7.1	8.9	2.5
11.	108	7		5.0	5.1	7.0	2.0
12.	107	7	8.3	6.7	7.0	9.6	2.9
13.	104	7	7.7	9.9	9.1	9.6	-.3
14.	103	8	7.6	8.5	9.6	9.7	1.2
15.	102	8	6.3	6.2	7.0	9.1	2.9
16.	101	8	5.8	6.2	7.8	8.2	2.0
17.	100	7	6.6	8.5	8.9	7.5	-1.0
18.	100	8			6.2	8.9	2.7
19.	98	8	7.9	6.7	9.3	10.0+	3.3+
20.	98	8	5.7	6.2	6.7	7.0	2.8
21.	98	8		6.4	8.2	7.5	1.1
22.	96	7	6.3	5.5	5.9	7.9	2.4
23.	94	8	5.7	5.5	6.2	7.0	1.5
24.	92	8	7.4	5.7	6.4	8.2	2.5
25.	90	8	7.0	6.7	7.0	7.3	.6
26.	85	8	6.2	5.0	6.7	7.0	2.0
27.	82	8	7.6	6.7	6.7	7.8	1.1
28.	77	8		6.2	6.7	8.2	2.0

*Average I.Q. of all scores recorded in our school files.

Growth determined from Sept. 1962 to May 1963

7th Grade Achievement May 1962 Intermediate Metropolitan Form A

8th Grade Achievement May 1962 Iowa Basic Skills

ACHIEVEMENT CHART FOR READING

	* Avg. I.Q.	Grade	May 1962	Sept. 1962 Adv. Met. Form A	Jan. 1963 Adv. Met. Form A	May 1963 Adv. Met. Form B	Growth
1	129	8	8.8	10.0+	10.0+	10.0+	?
2.	126	7			10.0+	10.0+	?
3.	122	7	10.0+	10.0+	10.0+	10.0+	?
4.	114	7		7.7	8.3	10.0+	2.3+
5.	112	8			9.9	10.0+	.1+
6.	112	7	8.0	6.8	8.3	7.3	.5
7.	110	7	8.4	8.7	10.0+	8.3	-.4
8.	109	7	3.8	4.4	5.7	5.5	1.1
9.	109	7	9.7	8.3	9.2	8.7	.4
10.	109	7	10.0+	9.2	10.0+	10.0+	.8+
11.	108	7		6.3	7.3	6.3	0
12.	107	7	6.8	8.3	10.0+	10.0+	1.7+
13.	104	7	7.3	4.7	8.3	10.0+	5.3+
14.	103	8	8.5	9.9	10.0+	10.0+	.1+
15.	102	8	7.0	7.1	8.5	7.7	.6
16.	101	8	7.2	5.3	6.0	6.3	1.0
17.	100	7	5.7	5.1	5.7	6.8	1.7
18.	100	8			8.0	10.0+	2.0+
19.	98	8	6.9	6.3	7.3	9.9	3.6
20.	98	8	6.8	6.8	7.1	6.6	-.2
21.	98	8			8.5	9.7	1.2
22.	96	7	5.3	6.0	4.9	7.3	1.3
23.	94	8	6.2	4.0	7.1	4.9	.9
24.	92	8	7.0	7.7	8.3	7.7	0
25.	90	8	7.4	6.0	7.3	8.5	2.5
26.	85	8	6.4	5.3	7.1	8.5	3.2
27.	82	8	5.7	5.1	5.1	6.0	.9
28.	77	8			5.3	7.7	2.4

*Average I. Q. of all scores recorded in our school files.

Growth determined from Sept. 1962 to May 1963.

7th Grade Achievement May 1962 Intermediate Metropolitan Form A

8th Grade Achievement May 1962 Iowa Basic Skills

ACHIEVEMENT CHART FOR SPELLING

	* Avg. I.Q.	Grade	May 1962	Sept. 1962 Adv. Met. Form A	May 1963 Adv. Met. Form B	Growth
1.	129	8	9.9	10.0+	10.0+	?
2.	126	7			10.0+	
3.	122	7	6.5	8.5	8.5	0
4.	114	7		8.5	9.4	.9
5.	112	8			10.0+	
6.	112	7	5.6	5.8	8.8	3.0
7.	110	7	6.7	7.3	8.2	.9
8.	109	7	7.1	6.1	8.2	2.1
9.	109	7	9.8	8.2	10.0+	1.8+
10.	109	7	6.5	6.8	8.2	1.4
11.	108	7		6.3	8.2	1.9
12.	107	7	8.4	9.7	8.5	-1.2
13.	104	7	7.3	7.3	9.4	2.1
14.	103	8	8.1	9.8	10.0+	.2+
15.	102	8	8.0	8.5	9.1	.6
16.	101	8	5.8	7.1	8.2	1.1
17.	100	7	6.7	8.5	8.5	0
18.	100	8			10.0	
19.	98	8	8.0	8.8	9.4	.6
20.	98	8	6.1	6.1	8.2	2.1
21.	98	8			8.7	
22.	96	7	5.0	4.4	6.3	1.9
23.	94	8	5.3	5.5	6.3	.8
24.	92	8	7.0	5.4	8.2	2.8
25.	90	8	6.9	6.8	7.3	.5
26.	85	8	6.7	6.8	6.8	0
27.	82	8	8.2	9.8	7.8	-2.0
28.	77	8			8.2	

*Average I. Q. of all scores recorded in our school files.

Growth determined from Sept. 1962 to May 1963.

7th Grade Achievement May 1962 Intermediate Metropolitan Form A

8th Grade Achievement May 1962 Iowa Basic Skills

ACHIEVEMENT CHART FOR WORD KNOWLEDGE

	* Avg. I.Q.	Grade	May 1962	Sept. 1962 Adv. Met. Form A	May 1963 Adv. Met. Form B	Growth
1.	129	8	9.1	10.0+	10.0+	?
2.	126	7			10.0+	
3.	122	7	10.0+	10.0+	9.9	-.1
4.	114	7		7.8	9.1	1.3
5.	112	8			10.0+	
6.	112	7	5.6	6.4	9.1	2.7
7.	110	7	8.7	7.4	9.5	2.1
8.	109	7	4.9	5.6	4.5	-1.1
9.	109	7	10.0+	10.0+	10.0+	?
10.	109	7	9.2	10.0+	10.0+	?
11.	108	7		6.0	6.4	.4
12.	107	7	8.7	8.1	10.0+	1.9+
13.	104	7	7.1	9.1	9.1	0
14.	103	8	8.2	10.0+	10.0+	?
15.	102	8	6.7	7.4	8.1	.7
16.	101	8	6.2	6.7	7.8	1.1
17.	100	7	6.6	6.1	6.1	0
18.	100	8			10.0+	
19.	98	8	7.8	6.7	8.3	1.6
20.	98	8	6.3	5.6	7.0	1.4
21.	98	8			7.8	
22.	96	7	4.7	4.1	6.7	2.6
23.	94	8	7.2	4.7	6.1	1.4
24.	92	8	7.3	5.6	8.1	2.5
25.	90	8	7.0	7.4	7.8	.4
26.	85	8	5.6	5.3	7.0	1.7
27.	82	8	5.8	5.2	6.4	1.2
28.	77	8			7.0	

*Average I.Q. of all scores recorded in our school files.

Growth determined from Sept. 1962 to May 1963.

7th Grade Achievement May 1962 Intermediate Metropolitan Form A

8th Grade Achievement May 1962 Iowa Basic Skills

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Meeker, Colorado
1963-64

I. TITLE

An individualized English program for high school Freshmen and Sophomores.

II. INTRODUCTION

The experiment described here was an attempt to discover the problems and successes which would be experienced under the complete individualization of the high school Freshman and Sophomore English programs.

For purposes of this experiment, English I and English II students were integrated into common classes. The reasoning here was that if the students were working on a strictly individual basis, age levels of the students within a class were irrelevant.

III. PROCEDURE

The experiment was set up in the following manner:

A. English I and II students signed up for common classes in the fall. There were four sections of English I and II offered, and the student signed up for whichever class fitted into his schedule. There were about 80 English I and II students.

B. Each student worked on his own individual assignment at his own speed.

C. Assignments dealt with the four main areas of English study--reading writing, speaking, listening--and sub-areas such as journalism, speech, creative writing, expository writing, language, study of poetry, essays, drama, etc.

D. Assignments were created by the student, by the teacher, or jointly.

E. Homework assignments were turned in by the student as he finished them, graded by the teacher, returned, and often discussed by student and teacher together.

F. Students didn't work in the same area at the same time, except coincidentally.

G. Teacher lectures were conducted in the following manner:

1. Lecture time was limited to a discussion of those problems which the teacher deemed of common interest.

2. Limited to a discussion of new material which would be of common interest to all students.
3. Teacher lecture was to serve primarily as a jumping off point from which students could pursue their own individual activities.
4. Lecture time was reduced to provide maximum time for individual instruction.

H. Student accomplishments were plotted on some kind of a record sheet (this varied in form from time to time), which the student filed in the English room in hi personal folder. This folder also contained all the student's work for the grading period.

I. This form and the student's work in the folder were analyzed by the teacher and the student at the end of each grading period to determine the student's mark for that period.

J. Because the students were working independently of direct teacher supervision, an attempt was made to supply a wide variety of materials for student use. They included the following:

1. Reading materials: traditional anthologies, approximately four-hundred paperbacks covering a variety of subjects, magazines (both in the central school library and in the classroom), cloth bound books (central library and classroom library), student-supplied books, teacher-supplied books, and others.
2. Recordings: fiction, poetry, drama, language.
3. Filmstrips: literary, language, grammar.
4. Programed materials: English 3200 grammar, EDL Word Clues vocabulary, teacher-made poetry program.
5. Other central library resources.

6. Equipment: tape recorders, record players, headsets for individual listening, filmstrip projectors.

K. Tests were given over work (vocabulary, grammar, literature, lectures, etc.) the student had completed. Two methods were employed for administering the tests: (1) when the student had completed the work, (2) on Fridays.

IV. PROCEDURE, CONTINUED

Teacher and student activities in the experiment are typified by the following:

A. Teacher activities.

1. Teacher lecture included the following: reading stories or poetry, discussing authors; lecturing on punctuation and capitalization when it seemed to apply to a majority of the group; language and language history; composition techniques.

2. Individual instruction included the following: conferring with individual students when they had questions on work projects, grammar, composition, vocabulary, etc.; helping students create assignments and work projects; moving around the room to help those who were reticent about asking for help; readying equipment and materials for student use.

3. Paper grading included collecting student assignments (turned in when they were completed), grading them, and conferring with the student about the corrected assignment.

4. The teacher prepared and administered tests.

B. Student activities.

1. Listening to lectures was done in the following manner: the student was required to listen to the teacher lecture and participate in the accompanying class discussion to the best of his ability. He then had the option of using the lecture as a starting point for individual branching activities. The student also had the option of taking a test over the lecture.

2. Individual assignments were done in the following manner: The student or teacher or both would select the work project for the student to do. Then the student would work on the assignment independently of the class and independently of direct teacher supervision.

This meant that the English students during any given class period might be listening to recordings, listening to tapes, viewing filmstrips, working in programed texts, writing compositions, studying vocabulary, reading, rehearsing or giving oral presentations, etc.

3. Conferring with the teacher was done by the student when he received a paper back and had questions, when he wanted advice about his work project, or when he wanted suggestions for further work projects.

4. Taking tests. In case the student wanted to take a test over literature for which no tests had been prepared, he normally wrote a critical discussion of the work to hand in as he did other homework assignments.

V. RESULTS

Scant objective evaluation is available on this experiment. Subjective evaluation by the teacher will be treated in three sections: evaluation of student accomplishment, of student behavior, of the classroom organization.

A. Accomplishments of faster students were, understandably, satisfying in amount and quality. Some of these work projects included the following: a detailed history of Meeker High School (the only one in existence; information gathered from county and district records and board minutes); a penetrating study of E. E. Cummings which was presented to the class in three twenty-minute oral presentations; a comparison of Greek tragedy with Shakespearean tragedy.

Accomplishments of average students were acceptable by quantative standards. Most students averaged more than a writing per week, and the ability of these students to do expository writing such as news stories for the school paper improved noticeably.

Slower students, probably because of practiced reticense, were somewhat ignored. However, in some isolated cases quite satisfactory improvement could be observed. This improvement mainly took the form of speech activities: discussing and reading poetry, reviewing books, persuasive speeches and debates.

One of the most satisfying aspects of student accomplishment was the improvement in the ability of the student to create his own projects. During the year many students improved in their ability to develop creative and worthwhile work projects.

B. Student behavior was, not surprisingly, different than in the traditional classroom. Students, by the nature of the experiment, did a great deal of independent study, and the ability of the student to take this responsibility varies as widely as his ability to read or do algebra.

Some students could be trusted to leave the room or even the building and take advantage of their time. Others were capable of handling limited freedom, say to leave the room to go to the library with the teacher's permission. Others had to remain in the room and be closely supervised.

Major discipline problems ran to excessive idleness rather than to insubordination or maliciousness.

C. Classroom organization was the least successful aspect of the experiment. The loosely organized, permissive nature of the experiment, whereby the student, in general, had almost unlimited freedom, led to a lack of direction in both the student and teacher. While the students generally worked well, they had a lost feeling about what their overall purposes and objectives were. This probably seriously detracted from the overall success of the program.

VI. RECOMMENDATIONS

The purpose of the experiment was largely to discover problems associated with this type of individualization. Several problems defined themselves during the course of the year:

A. Classroom organization must be rigid enough to give direction and a foundation for operations, yet loose enough to permit creativity and individuality in work projects. A suggestion would be to have a relatively rigid weekly schedule: test on Friday, lecture on Monday and Wednesday, etc.

Objectives of the course should be kept firmly in mind by the teacher and the student. Perhaps a sheet briefly outlining the goals and the procedures in attaining them should be in the hands of the students. This sheet should be explained periodically to the group. "This is where we are going" lectures should be given regularly.

B. Freedom to choose work assignments and to move about physically should be granted on an individual basis. The teacher should begin slowly by granting the group limited freedom of choice and movement. Wider independence should be given to a student when he demonstrates the ability to handle the freedom and denied when he doesn't have the ability.

C. One problem is the psychological adjustment a teacher must make in switching from a lecture method to the individualized structure. The teacher is inclined to feel that he is not doing his job properly when he only talks to individual students and doesn't lecture from the front of the room.

D. The student may feel that the one-to-one situation is not the proper learning situation. He may be either disinclined to talk or feel he must hurry through the interview. The individualized situation and the student's responsibility in it should be explained at the outset. Also, through conscious effort by the teacher the student should be made to feel that he is welcome to talk to the teacher and that here is where he receives a good share of his instruction.

E. The teacher must make a conscious effort to keep in touch with all students. The teacher may move around the room checking on the student and his work, and he may also jot down problems as he is checking homework papers.

He can then refer to this list of names and problems for conferences with the students later on.

F. Visual and aural distraction can be a problem to a significant number of students. The freedom of movement and freedom to work in small groups inherent in the individualized situation will be distracting to many students. The recommendation here is that the furnishings of the room afford visual and, if possible, aural isolation to those who need it. Study carrels of the conventional type and even sound-proof, telephone-booth-like stalls would be the answer here.

VII. CONCLUSION

Although there are problems associated with converting the traditional classroom to an individualized situation, confronting these problems seems to be a worthwhile effort for the following reasons:

1. The individualized classroom organization affords the teacher a greater opportunity to confer with all students.
2. Less time can be spent in lecturing on subject matter which some students already know and which others can't hope to understand.
3. Individualization allows the student to range more widely in the study of communication than is common in the traditional classroom.

Charles Jaquette
Meeker High School
[1964]

I. TITLE

A plan for the individualization of the teaching of lyric poetry in grades nine and ten through the use of a teacher-prepared sequential program.

II. PERTINENT INFORMATION

This experiment was performed with a heterogeneous population consisting of approximately one-third (21) of the tenth graders at Meeker High School, Meeker, Colorado.

The experiment was conducted by Charles Jaquette, English Instructor, and lasted four weeks.

III. REASONS FOR THE RESEARCH ACTIVITY

This plan was proposed in recognition of the problem of providing for individual differences in the lock-step, English I, II, III, and IV programs which are now prevalent in most high school systems.

It was felt that such programs fail to make at least the following considerations:

1. The interests and abilities of the students in any group vary as widely as the number of students in the group.

2. The lyric poetry available to the literature teacher varies widely enough in type and difficulty to interest and/or challenge nearly all students.

3. Poetry presented in the traditional way must represent only a fraction of the available poetry and must appeal to only a fraction of the students to whom it is presented.

In summary it is felt that the bright student is presently discouraged from studying poetry he is capable of studying, while at the same time, slower students may be frustrated by class work and developing negative attitudes.

The problem of reaching all students becomes more acute in the small high school where specialized courses are impossible to offer, and still more acute in high schools such as Meeker High School where English classes are entirely heterogeneous.

IV. PROCEDURE

The experimental poetry program, as developed, consisted of two main parts: (a) a core series of twenty-four poetry discussions and (b) activities branching from the core discussions.

The core discussions consisted of the following:

1. A series of teacher-prepared, three-inch tape recordings discussing twenty-four lyric poems. The poetry ranged in difficulty from James Whitcomb Riley to Ezra Pound and Wallace Stevens.

2. The twenty-four tapes could be divided roughly into four units of poetry study: (a) the impression or mood in poetry (b) rhyme and meter (c) the poetic devices, all lumped under metaphor and onomatopoeia (d) the idea or philosophy in poetry.

3. Each tape included, in general, at least one reading of the poem, a discussion of the poem, a quiz (not marked), and suggestions for branching activities.

These branching activities were important to the workings of the program because they were the means by which a student made a deeper study of that poetry consistent with his interests and abilities. Branching activities included the following:

1. Choice of activities varying in difficulty from the simple memorization of a poem, to a critical discussion (oral, written, or taped), to specialization in reading a single author, or actually anything the student elected to do consistent with the general intentions of the program.

2. The use of certain poetry materials: (a) approximately two dozen disc recordings including poetry discussed on the core discussions and lyric and narrative poetry not discussed on the core tapes; (b) approximately fifty books including traditional high school anthologies, other anthologies, and collections; both hard bound and paperbacks were included. (c) other reading matter such as encyclopedia articles, critical essays by poets, critical essays about poets, and books owned by the students.

The entire program, core discussions and branching activities, was designed to be self-teaching, other than individual conferences and tests.

The students in the program were chosen at random. That is, each student in the sophomore class was given a number and twenty-one numbers were drawn from a hat. Each of the twenty-one students was then given a code number for the experiment. The abilities of the twenty-one students, as indicated by their marks at the end of the first semester of the 1962-63 school year, ranged from "D" to "A."

Each student was given a master sheet listing all the core discussions and summaries of the branching activities. He and the teacher then worked out which of the discussions he would hear. Faster students would study different poetry than slower students.

Each student was to proceed at his own rate vertically through the twenty-four discussions and also do the branching activities consistent with ability and interest.

Each tape had an accompanying test (to be marked) and each Friday the students would take tests over the tapes which they had completed during the week. The student had the option of choosing which tests, if any, he would take.

Equipment necessary for the experiment was one tape recorder for each student and a couple of record players. The twenty-one students came out of three sections of English II: four from one section, seven from one, and ten from another; so to provide the maximum number of ten recorders, the language lab was used with its five tape decks and console.

Actually it wouldn't be necessary to have one tape recorder per student if class time were organized so that one-half the students used the tape recorders while the other half worked on branching activities and then traded. It might even be possible, using this method, to get by with even fewer recorders.

The daily procedure for the experimental students consisted of reporting to class for roll call and picking up what taped discussions they were going to listen to that day. When the regular lecture began, they then reported to the language lab. After listening to the tapes, the students went to the library or returned to the English room to report on branching activities or to pick up materials to study for further branching activities.

Friday the students would stay in the English room to take the tests they chose and spend the rest of the period in free reading.

V. RESULTS

The degree to which a student is able to understand and enjoy poetry is difficult to measure except in a highly subjective manner. Some results, both negative and positive, can be described, however. The following are negative results:

1. Branching activities were not done with the expected thoroughness or enthusiasm. Some students (see TABLE I) did no branching activities whatever. Even those who did several of them did rather cursory jobs for the most part.

2. Not enough time was spent in individual conference. It was

impossible to confer with students while lectures were being carried on in the traditional classroom, and the time remaining wasn't sufficient to do a thorough job of individual consultation.

3. On a test given to all students in the sophomore class including both experimental and control groups (see APPENDIX A), the performance of the experimental group, subjectively gauged, was perceptibly lower.

TABLE I

BRANCHING ACTIVITY MARKS

Ave	Student	Marks (1st two weeks)	Marks (2nd two weeks)
D	1	1 1 2*	2 2
C	2	3 3 3 3	
C	3		
C	4	3 1 2	
B	5	3 3 3 2 1 1 1 2 1 2 3 3 1 1 3	3 2 3 2
B	6	1 2 3 1 3 1 5 2 1 1 5 1 2 3	5 1 3 4 5
A	7	3 3 3 3	2 2 4
C	8	2	
B	9		
A	10	2	2
B	11	2 2 2 1 1 2 1 3 2 2 3 4 3 3 1 1 3 3	5 1 2 4 3
B	12	3 3 3 3 3 2 1 4 4 3 3 1	
C	13		2 2 1 2 3 2 1
C	14	2 3 1 3 3	2 2 1 2 3 2 1
B	15	4 3	1 3 1
D	16		
D	17	2 3 1	
D	18		1 2 2 3 1
C	19	3 1 1 3 4 4 3 1	1
C	20	2 1 1	
D	21	1 2 3 2 1 1 3 4	1 2 2 3

* 5 is the highest mark or credit given per activity.

The following are construed as positive results:

1. The students performed well on the core tapes themselves, on the unmarked quizzes, which were a part of the tapes discussions, and also on the graded quizzes at the end of the week (see TABLE II).

2. Almost all students kept working on the tapes for the full four week period, even though the number of tapes per week had a tendency to decrease week by week. The highest number of discussions studied was 20; the lowest number done by any student was 10 (see TABLE II).

3. At least two students, numbers 5 and 6, did go deeply into the branching activities. Student 5 became interested in T. W. Eliot and made a fairly detailed study of his work and student 6 did the same with Walt Whitman.

TABLE II
WEEKLY TEST SCORES

Ave	Student	1st week	2nd week	3rd week	4th week
D	1	1 2 1 1 4*	1 1 4 2	1 5 4	3 3
C	2	5 4 5 1 2 3	4 3 4	5 5 4 3	2 4 2
C	3	1 5 2 5 5 1 3	2 2 2 1 5 2	5 5 5 1	1 5 3
C	4	5 5 1 5	4 1 3 1	4 5 4 5	5 3
B	5	4 5 5 5 5 5 5	5 5 5 5	5 5 5 5	5 5 5
B	6	5 5 5 5 5 5 4	5 5 5 5 5 4	5 5 5 5 5	5
A	7	3 5 5 5 5	4 5 4 5	5 5 5	5 5
C	8	5 4 2 5 5	4 5 3	4 4 5	4 5 5
B	9	2 5 5 5	4 5 5 5 2 4	5 4	
A	10	4 5 3 5 5	5 5 4	5 5	5
B	11	5 4 4 5 3 5	3 5 5 5 5 4 5	5 3 5 5 4	5
B	12	3 5 5 1 2 5 2	5 4 5 5	5 5 5 5	5
C	13	5 3 3 5 5	2 4	5 3	5
C	14	2 4 5 4	5 4	5 4	3 5
B	15	2 3 3 5 5 5 5 5	5 5 5	5 4 5	
D	16	5 2 4 5 5	4 5 4	4 5 5	
D	17	3 3 1 2 1	5 1 1	3 4 2 1 4	3 3
D	18	4 4 4 5	5 5 1	2 4 2	
C	19	5 2 5 5 1	5 5 5 5	5	5 5
C	20	1 2 2 2 4	4 5 1	5 5 5 1 2	
D	21	1 5 1 5 5	4 2 5	3 2 1 5 5	5

* 5 is the highest mark or credit given on weekly tests.

4. At the termination of the experiment, when given a choice of homework, several of the experimental group elected to continue with the tapes as their homework.

5. The students' behavior, subjectively assessed, in the independent study atmosphere was gratifying.

6. Slight, if any, negative reactions toward the program activities were observed.

7. Some students were overtly enthusiastic about the program activities.

8. Some students seemed to become more aware of the existence of

poetry outside the classroom: books at home, library resources, paperbacks, etc.

VI. IMPROVEMENT RESULTING FROM RESEARCH

When plans were originally drawn for this research, the statement of expected improvement read as follows:

> It is anticipated that:
>
> A. The able and ambitious student will progress farther under the proposed plan than he normally would under conventional programs.
>
> B. The slower student will be more thoroughly grounded in necessary skills and subject matter than he normally would under conventional programs.

A glance at TABLE III, showing the student grade averages and the number of tapes listened to as well as the number of branching activities done, will indicate that student improvement in terms of the original statement may be expressed as follows:

1. There is no indication that better students were inclined to listen to more taped discussions than poorer students.

2. There is scant indication that better students were inclined to do more branching activities than poorer students.

3. There is no indication that those who did more taped discussions were inclined to do more branching activities.

4. The anticipated patterns of student performance in the poetry program failed to emerge.

Although the anticipated patterns of student performance in this research never became a reality, the results should be far from discouraging for the following reasons:

1. The student's previous grade average may not reflect his ability to deal with or enjoy poetry, or, indeed, to do anything.

2. Quantitative data such as the number of tapes or branching

activities done may not reflect the degree to which the objectives of the research were accomplished.

3. Regardless of how a student's performance compared with his previous record, it might have compared favorable with his performance in poetry outside the experiment.

TABLE III

GRADE AVERAGES AND AMOUNTS OF WORK DONE

Student	Grade Average	No. of Tapes	No. of Br. Activities
7	A	14	7
10	A	11	2
5	B	18	19
6	B	19	19
9	B	12	0
11	B	19	23
12	B	16	12
15	B	14	5
2	C	16	4
3	C	20	0
4	C	14	3
8	C	14	1
13	C	10	8
14	C	10	12
19	C	12	9
20	C	13	3
1	D	14	5
16	D	11	0
17	D	15	3
18	D	10	5
21	D	14	12

4. By disregarding the student's past performance and not conjecturing about what he may have done outside the experiment, the following, not unfavorable, conclusions may be stated: (a) students, by their own choice, heard between ten and twenty poems discussed during a four week period. (b) students did, by their own choice, from 0 to 23 branching activities ranging from simple memorizations to fairly perceptive taped discussions.

In short, to anyone examining the experiment, "amount of improvement" becomes a rather elusive quantity, and he is forced to make highly subjective judgments about student performance. These have already been discussed under RESULTS.

Demonstrating the possibilities for teaching improvement may well be the chief value of this experiment. It may be feasible, for instance, to extend this same technique to other areas of English study such as punctuation, composition, or other areas of literature.

If this can be done, then the English program becomes entirely individualized. If a student has trouble with commas, he should study commas through self-teaching devices; if he doesn't, why bother him at all with them.

If a classroom were organized along these lines, the problem of trying to group homogeneously (impossible to do in the first place) would become non-existent, and the slow and the fast, the freshman and the senior could all work in the same room at the same time.

Actually this change isn't very dramatic. It would simply make practices already in effect easier. What English teacher doesn't have a senior student who has trouble with possessives? Or a freshman capable of reading T. S. Eliot? Or a sophomore capable of writing publishable editorials? Or a junior reading at seventh grade level? These students are all being dealt with right now, but the structure of the English classes tends to add to, rather than relieve, the frustration of seeing seniors with the same problems as freshmen.

As a result of this experiment, this type of class organization, or dis-organization, will go into partial effect at Meeker High School during the 1963-64 school year. Freshmen and sophomores will be integrated into common classes. Four sections of English will be offered and any freshman or sophomore will sign up for whichever section fits his schedule.

VII. RECOMMENDATIONS

To individualize completely the teaching of English in the manner described means that almost every part of the English course should be on taped discussions or contained by some other type of self-teaching device. Obviously this is a tremendous task and will require some kind of concerted effort.

It is recommended that interested English teachers pool their efforts and try to work out different parts of the program and share with each other.

APPENDIX A, FINAL TEST GIVEN TO ALL SOPHOMORE STUDENTS

I. Define poetry.

II. List techniques you think help the individual person better understand and enjoy poetry.

III. Discuss the following poem:

And like a dying lady, lean and pale,
Who totters forth, wrapped in a gauzy veil,
Out of her chamber, led by the insane
The feeble wanderings of her fading brain,
The moon arose up in the murky East
A white and shapeless mass.

APPENDIX B, MASTER LIST OF DISCUSSIONS AND BRANCHING ACTIVITY SUMMARIES

UNIT I - THE IMPRESSION

Branching Activities	Core Tapes	Branching Activities
My November Guest - Frost Rainy Day - Longfellow Read Printed Version	When Frost Is on the Punkin --James Riley	Other autumn poems Others by Riley
Stopping by Woods - Frost	When Icicles Hang by the Wall - Shakespeare	Shakespeare Songs (Recording)
Dover Beach - Arnold Mandalay - Kipling A Grey Day - William Vaughn Moody	Sea-Fever - John Masefield	Others by Masefield Sea Poems or stories
Memorize The Eagle The Lotus Eaters - Tennyson Enoch Arden - Tennyson Lady of Shallott - Tennyson Fog - Sandburg The Waning Moon - Shelley	The Eagle - Tennyson	
	Winter Sleep - Elinor Wylie	Listen to recordings

APPENDIX B, (Continued)

UNIT II - RHYME AND METER

Branching Activities	Core Tapes	Branching Activities
Define internal rhyme Another Longfellow poem	The Tide Rises, the Tide Falls - Longfellow	Study forms of poetry (Recording)
Define slant and true rhyme Meaning of Rub 71 Shakespeare sonnet for rhyme Study rhyme in another Rubaiyat	Rubaiyat 71 - Omar Khayyam	
Discuss this poem with a classmate Write verse for meter Write quatrain for rhyme	O Captain, My Captain - Walt Whitman	Compare this with other poems of Whitman
Another Poe poem Study "Raven" for rhyme and meter Examine each 4th line for rhyme peculiarity	Eldorado - Edgar Allen Poe	
Examine 2nd stanza for internal rhyme	A Noiseless, Patient Spider - Walt Whitman	Other Whitman poems

APPENDIX B, (Continued)

UNIT III - POETIC DEVICES

Branching Activities	Core Tapes	Branching Activities
Memorize "Fog" Find examples of metaphor	Fog - Sandburg	Others by Sandburg
Read for metaphor	When You and I Behind the Veil Are Past - Omar Khayyam	
	Chicago - Sandburg	Discuss onomatopoeia with classmates
Write a verse Record "Bells" Read printed "Bells"	Bells - Poe	
Read printed version Write a sonnet	Sonnet 73 - Shakespeare	Other Shakespeare sonnets

APPENDIX B, (Continued)

UNIT IV - THE IDEA

Branching Activities	Core Tapes	Branching Activities
4 Preludes on Playthings of the Wind - Sandburg Ozymandias - Shelley Memorize some of the Rubaiyat	Rubaiyat 16 - Omar Khayyam	Read other Rubaiyat
Record "Miniver Cheevy" Read "Richard Cory"	Miniver Cheevy - Edwin Arlington Robinson	Others by Robinson
Tape a discussion with a classmate Record a Frost poem Read another Frost poem	Stopping by Woods - Frost	
Tape a discussion of "Dover Beach" with a classmate	Dover Beach - Arnold	
Meaning of 2nd stanza Meaning of last stanza	The Auto Wreck - Karl Shapiro	Others by Shapiro
	The Hollow Men - T. S. Eliot	
	The Lion Roars at the Enraging Desert - Wallace Stevens	
	The Congo - Vachel Lindsay	
	Lament of the Frontier Guard - Ezra Pound	

APPENDIX C, EXAMPLE OF POETRY DISCUSSION

We found in the previous two discussions that metaphor was a poetic device used to compare two concepts to make one or both concepts clearer in the mind of the reader.

This was the first of two techniques of making poetry effective that we said we would discuss. We are now ready to begin our discussions of the second of these techniques, or devices. This device has the formidable technique name of onomatopoeia. This word is spelled, for your notes, o-n-o-m-a-t-o-p-o-e-i-a. Onomatopoeia. Pronounce the word after me. Onomatopoeia. Good! Now just what is it?

Onomatopoeia is using words whose letters sound like the sound the word expresses with its meaning. Perhaps the simplest example of such a word would be a word like "thud." The meaning of the word "thud" pertains to a certain sound--a thudding sound. Notice that the sounds of the very letters in the word "thud" also sound much like this same sound. Thud.

We have already had some experience with this device when we studied "When Frost Is on the Punkin'" by James Whitcomb Riley. Remember he spoke of the "husky, rusty, russel of the tossels of the corn, And the raspin' of the tangled leaves." We mentioned at that time that the sounds of these letters actually suggested the sound of dried corn leaves. These sounds of letters suggesting the rustling of corn were an example of onomatopoeia.

This, of course, is a quite obvious example of this device. Some uses of sounds of letters to suggest meaning are more subtle. In this discussion of Carl Sandburg's "Chicago" you will be able to hear such examples, I think. I would suggest the following method for beginners in learning to observe and enjoy onomatopoeia.

APPENDIX C, (Continued)

First of all, listen for the meaning of the poem. Try to feel the mood or tone of the poem as the meanings of the words sink into your mind and begin to form an image. Then try to pick out the letter sounds which seem to be consistent with this general meaning and tone.

For example, the poem, "Chicago," by Sandburg is, naturally enough, about the city of Chicago. As we've suggested before, poems need not always deal with the pretty, pleasant aspects of life. I'm sure you'll find that "Chicago" isn't pleasant or pretty as far as its mood goes. It's about a growing, lively, tough city. Sandburg suggests this mood when he describes the city as being "bareheaded, shoveling, wrecking, planning, building, breaking, rebuilding." These words seem to suggest the process of construction--the pounding and crashing of industry.

Well, let's see if you can pick out other examples of onomatopoeia as we read "Chicago" by Carl Sandburg.

READING OF THE POEM

There is the picture of a raw, tough, untamed, rather uncivilized city. It's a hog butcher; it's like a dog ready for a fight; like a fighter or a worker. These phrases suggest the meaning of the poem.

How would you define the mood? Does it sound reckless, carefree, independent, strong, brutal? I think so.

Now let's get to the subject of our discussion. What are the letter sounds which in and of themselves suggest these moods and meanings apart from the meanings of the words they happen to be in? Did you jot some of these letter sounds down? If you did not, as we go through the poem the second time, try to note some of these examples of onomatopoeia.

SECOND READING OF THE POEM.

Did you notice the repeated use of the "B" sound? I think that Sandburg felt that the letter "B" was suggestive of "stormy, husky, brawling" or "city of the big shoulders" or "hog butcher." Did you note any of these? There are others, of course, and you may have jotted them down instead of the ones I picked.

But in any case I think we could summarize by saying that here is a poem about a rough, uncouth, wild city, and the letters of the words Sandburg has used are also rough and uncouth. This is the use of onomatopoeia.

For your special study activities (branching activities) try some of the following:

1. Find other poems by Sandburg and look for examples of onomatopoeia. He is a modern writer and his poems concern modern themes. What will this suggest to you about what sort of letter sounds you are likely to find? Discuss these examples you find with your teacher.

2. Letter sounds are technically classified into different groups according to where they are found in the word, and what letter of the alphabet is involved. Each of these types has a technical name. Find examples of the following and show them to your teacher: Sibilance, alliteration, assonance, consonance, cacophony, euphony.

3. Compare notes on "Chicago" with a classmate and see if he picked the same examples of onomatopoeia as you did.

Now let's take a quiz over "Chicago" and see how much you learned about the poetic device we call onomatopoeia. Number your paper from one to five.

1. While our discussion this time didn't directly concern the use of metaphor, there were a couple of examples in this poem. In

"Chicago" Sandburg compared the city of Chicago with a ____________.

2. Using the sounds of letters to suggest the meaning of the words in which the letters are placed is the poetic device called ________ .

3. Sandburg knew Chicago was brutal because he saw on the faces of women and children the marks of ______________.

4. Is Sandburg proud or ashamed of the city of Chicago?

5. Do you feel the sounds of the words in the poem "Chicago" are harsh or gentle?

Since we only read this poem twice, you may feel you should go over it by yourself a couple of times before Friday's quiz. Discuss it with your classmates.

This concludes the discussion of "Chicago" by Carl Sandburg.

APPENDIX D, WEEKLY GRADED QUIZ OVER DISCUSSION OF "CHICAGO"

1. Discuss the use of onomatopoeia in the following selection from Sandburg's"Chicago."

> Laughing the stormy, husky, brawling laughter of youth; half
> naked, sweating, proud to be Hog-butcher, Tool-maker,
> Stacker of Wheat, Player with Railroads, and Freight-handler of the Nation.

2. Discuss the metaphors which give "Chicago" its meaning and mood, if necessary, get a copy of the poem from your teacher

3. Comment on the rhythm in "Chicago."